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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of October 2001, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Stories include: Taliban update/tribal troubles, U.S. officials report progress in the financial war on terrorism, the U.S. condemns the latest attack of terrorism in India and tensions between India and Pakistan fuel an already volatile situation, President Bush outlines the framework for an economic stimulus plan, and the war against terrorism renews old alliances and establishes new ones (October 1-5); the U.S. and Great Britain attack Afghanistan, Pakistan reacts to the U.S. attacks against Afghanistan and Tom Ridge is sworn in as the U.S. Director of Homeland Security, two cases of anthrax are reported in Florida and the biotech industry steps up its efforts in the defense against bioterrorism, the U.S. continues its attack on Afghanistan and international aid agencies question the U.S.'s humanitarian airdrops in Afghanistan, and President Bush says the U.S. is making substantial progress in the war against terrorism (October 8-12); talk of bioterrorism has Americans on edge as the anthrax investigation continues, British and Palestinian leaders meet to talk about the Middle East, the Justice Department releases information about the anthrax letters, U.S. authorities pursue clues as the circle of anthrax exposure widens, and the APEC summit takes place (October 15-19); relations between the U.S. and Russia have changed since the Soviet-Afghan War, two deaths in Washington, DC may be anthrax-related, the anthrax investigation in the U.S. capital expands, the U.S. House passes a $100 billion economic stimulus package, and defense measures are being taken to deter against any future anthrax threats (October 22-26); "Ground Zero" is the site of a public memorial service, President Bush conducts the first formal meeting of the Homeland Security Council, and U.S. authorities warn Americans to be on high alert (October 29-31). (AEF)

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CNN Newsroom Classroom Guides, October 2001

M. Stevens

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CNN NEWSROOM Guide

October 01, 2001

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Teachers: Welcome to a Special Edition of CNN NEWSROOM, "America's New War."

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:20... 00:20

SPECIAL REPORT ... 00:30...00:50

Taliban Update/Tribal Troubles ... 06:20...07:10
-The Taliban offers to negotiate in exchange for information on Osama bin Laden.
-Pakistan's hill country is home to many tribal groups.

A King in Exile ... 03:20...10:30
Former King Mohammed Zaher Shah expresses his desire to return to power in Afghanistan.

Domestic Agenda ... 02:50...13:20
The White House pushes for stronger laws to battle terrorism.

El Al Security ... 07:40...21:00
Israel's El Al airlines offers others a model for passenger security.

Reflections ... 00:40...21:40
Jordan's Queen Noor talks about the importance of working together.

Twin Towers Obituary ... 05:20...27:00
CNN's Beth Nissen looks back at the Twin Towers of the World Trade Center.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Taliban Update/Tribal Troubles

1. What did the Taliban reveal this weekend about the whereabouts of Osama bin Laden? Why is the Taliban now willing to negotiate with the U.S.? How has the Bush administration responded to this offer? What kind of "response" do many believe is likely from the U.S.?

2. If the U.S. uses the military to respond to the Taliban, what neighbor of Afghanistan is likely to play an important role? In what ways might Pakistan become involved? Who is the current president of Afghanistan? In what way is Pervez Musharraf "walking a political tightrope" as he agrees to support U.S. efforts?

3. Where is the area known as Mohmand? Who is Sahibul Haq? What is his goal? Who are the Pashtuns? How could they respond to a U.S. military strike on Afghanistan? Why do they feel this way? Do the Pashtuns represent the will of all the people of Mohmand? Explain. How are the calls for jihad "colliding with a deep-seated desire just to live a normal life"?

4. Who are the people of Pakistan? What are the ethnic and religious groups found in Pakistan, and which are likely to support President Musharraf as he pledges to help the U.S.? Assist groups of students as the search the Internet and other resources to learn more about the demographics of Pakistan, and share their findings. Refer students back to the video, where CNN's Mike Chinoy speaks of the border region of Mohmand as "a region that presents President Pervez Musharraf with one of his biggest security headaches." Based on what students have seen in the video and learned in their research, would they agree or disagree with this statement? Why? Discuss.

5. Teachers: For a comprehensive list of links to CNN NEWSROOM guides and CNNfyi.com educational materials on the Attack on America and America's New War, please go to: http://turnerlearning.com/newsroom/specials.html.

LINKS:
http://fyi.cnn.com/2001/US/09/30/gen.america.under.attack/index.html
http://www.pak.gov.pk/
http://www.anthro.mnsu.edu/cultural/oldworld/middle_east/pashtun.html

A King in Exile

1. How old is Afghanistan's former King Mohammed Zaher Shah? Where does he currently live? When was he deposed? Why have so many Afghans and non-Afghans come to visit him in recent days? Who last tried to use this exiled king as a peacemaker? What makes this attempt to restore him to power different?

2. What is the Northern Alliance? Why is it significant that members of this group came to meet the former king? Who might be opposed to restoring this king to power? Why?

3. As the possibility of a U.S. attack on the ruling Taliban grows, observers are speaking of the "power vacuum" that could exist as a result. Ask students to explain what a power vacuum is and come up with other examples of this concept throughout history. Discuss what happens when there are no plans for political succession where a power vacuum exists. How does this explain why so many outside parties are holding meetings with Afghanistan's former king?

LINKS:
http://fyi.cnn.com/2001/WORLD/europe/09/30/gen.king.congress/index.html
http://www.sabawoon.com/afghanpedia/Personalities.MohammadZahirShah.shtm
http://www.afghan-web.com/

Domestic Agenda

1. Who is John Ashcroft? What is he saying about the possibility of future domestic terrorism in the U.S.? What is he asking for in an effort to thwart future terrorist attacks?

2. What is the status of President Bush's counter-terrorism package? Explain the three key sticking points that are causing disagreement among members of Congress. How does the White House respond to these concerns? In what other cases do federal authorities already use some of the powers they are asking for to battle terrorists? How do Americans feel about expanding federal powers to fight terrorism?

3. Point out that, in his testimony before the House Judiciary Committee last week, Attorney General John Ashcroft said: "We are not asking the law to expand; just to grow as technology grows." Have students work in groups to conduct research about the gap between law enforcement and technology in dealing with terrorism. For example, students might find it interesting that many of the laws regarding telephone surveillance were designed for the use of rotary phones. (Many of your students may not even know what these are!) Have each group present its findings. Pose this question to the class: Can civil liberties be protected while federal laws are upgraded to address the threat of terrorism? Have each student write an essay in response.

LINKS:
http://www.usdoj.gov/ag/testimony/2001/agcrisisremarks9_24.htm
http://www.fema.gov/library/terror.htm
http://www.aclu.org/
http://civilliberty.about.com/library/weekly/aa091201a.htm
http://www.fbi.gov/

El Al Security

1. What is the name of Israel's national airline? When did the last hijacking of an El Al plane take place? What types of security measures does El Al use? What type of scrutiny do El Al passengers undergo? Which international agencies receive information about El Al's passengers? Why?

2. Why don't El Al pilots carry weapons? Do you agree with this policy? Why or why not? What are the benefits and drawbacks of El Al's security procedures, for both the airline and its passengers?

3. Did the September 11th attacks change your feelings about flying? Explain. How do you think American citizens would respond if the U.S. airline industry adopted safety measures similar to El Al's?

4. Inform students that, according to industry experts, "imposing El Al-style security practices on the American aviation industry would cost billions of dollars." Who should absorb these costs? The U.S. government? Consumers? Discuss. Ask: How much of a surcharge on an airline ticket would you be willing to pay for increased security?

5. Inform students that the attacks on the World Trade Center and Pentagon have impacted airlines and airport security measures in the U.S. and throughout the world. Refer students to the links below, and other online resources, to learn about how the September 11th attacks have affected commercial airlines and airport security in the U.S. and other parts of the world. After students present their findings, point out that, in the video, Issy Boim, President of Air Security International, Inc., states that, "The solution for the future is to provide centralized security for all U.S. airports and actually dictate security measures for all airports in the world." Have students consider the benefits and drawbacks of Boim's plan. Then, challenge students to draw upon their research to determine which airport and airline security measures they would like to see included in a universal aviation security plan.

LINKS:
http://www.faa.gov/
http://www.whitehouse.gov/news/releases/2001/09/20010927.html
http://cnn.com/2001/TRAVEL/NEWS/09/25/attacks.airlines.lufthansa.reut/index.html
http://www.elal.co.il/
http://www.sacbee.com/news/projects/terror/airline.html
http://www.airsecurity.com/
http://aviation-safety.net/database/operator/ELY.shtml

Twin Towers Obituary

1. Where did the Twin Towers of the World Trade Center once stand? For how long did they exist? What challenges confronted engineers as the towers were built? Of what material were their walls constructed? How much office space was contained inside the towers?

2. How large was each floor of the World Trade Center? How did engineers solve the problem of getting tenants to the highest floors of the towers? Why did the World Trade Center have "a very stormy childhood"? How many stories were contained in each of the Twin Towers? How were the buildings powered? What other features of the World Trade Center made it "a city within a city"?

3. At what point did the Twin Towers become accepted symbols of New York City? How was this shift in public identification evident in popular culture as well as in the tourism industry? What event generated an outpouring of public pride in the World Trade Center?

4. Refer students back to the video and Professor Gillespie's closing remarks. Discuss the professor's "eulogy" of the Twin Towers. Ask students what words they might choose if they were to eulogize these buildings. Do they agree or disagree with the professor, who calls the Twin Towers "a lightning rod for our enemies"? Discuss.

LINKS:
http://www.wtca.org/
http://architecture.about.com/library/blworldtrade.htm?iam=dpile&terms=%2BWorld+%2BTrade+%2BCe

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EDITOR'S NOTE:
John Ashcroft
Taliban
Pakistan

Mohammed Zaher Shah
federal powers
El Al
Twin Towers
World Trade Center

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CNN NEWSROOM Guide

October 02, 2001

Teachers: Welcome to a Special Edition of CNN NEWSROOM.

For a comprehensive list of links to CNN NEWSROOM guides and CNNfyi.com educational materials on America's New War, please go to: http://turnerlearning.com/newsroom/specials.html.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:20... 00:20

SPECIAL REPORT ... 01:10...01:30

Target: Terrorism ... 06:45...08:15
-U.S. officials report progress in the financial war on terrorism.
-Bin Laden's al Qaeda network has global connections.

War College ... 05:00...13:15
Military and civilian personnel learn about the war on terrorism at the War College.

Web Site Information ... 00:45...14:00
Information on the CNN NEWSROOM Daily Classroom Guide

Bioterrorism Early Warning ... 03:10...17:10
Americans were prepared for bioterrorism during the Cold War.

Can We Prepare? ... 02:10...19:20
Can U.S. citizens prepare for a biological or chemical attack?

Reflections ... 01:00...20:20
The Rev. Jesse Jackson reflects on faith in time of crisis.

Air Quality Concerns ... 03:30...23:50
Hazardous materials were released into the air when the Twin Towers collapsed.

Bagpipers ... 03:20...27:10
Bagpipers honor New York City's fallen firefighters and police officers.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Target: Terrorism

1. What is the topic of this week's discussions at the United Nations? What New York official addressed this body yesterday? What did Mayor Giuliani urge the member nations of the General Assembly to do?

2. What progress has the U.S. announced in the financial war on terrorism? What does it mean to "freeze the assets" of terrorists? Why does the Bush administration consider this such an important step in the war on terrorism? Why are international allies important in this effort? What countries have also frozen the assets of known terrorists? According to U.S. Treasury Secretary Paul O'Neill, what two choices do financial institutions have in this war?

3. What is al Qaeda? Who heads this terrorist network? What nationalities are represented by its associated groups? Who is Osama bin Laden's second in command? What terrorist group does he lead? With what terrorist attacks have al Qaeda and al Jihad been linked? Which nations are home to organizers of Hezbollah and the GIA? What relationship does al Qaeda have with groups like Hezbollah and the GIA? What other terrorist groups are connected to al Qaeda?

4. Review the video with your students. Have them list the different terrorist groups mentioned in the video and the countries where each operates. Ask students to share their lists in class discussion. On a large wall map, mark each of the countries where these terrorist groups operate with a pushpin. What conclusions can students draw about the global reach of al Qaeda and its associate terrorist groups? Discuss the political and economic advantages a global network offers to these terrorist operations, and how such a network makes a war on terrorism more difficult than a conventional war.

LINKS:
http://www.cnn.com/2001/US/10/01/inv.frozen.assets/index.html
http://www.cnn.com/SPECIALS/2001/binladen/
http://dsc.discovery.com/news/features/terror/terror.html
http://www.terrorism.com/index.shtml
http://usinfo.state.gov/topical/pol/terror/
http://www.usemb.se/terror/

War College

1. Where is the National Defense University? Who usually attends classes at the institution's War College? What fraction of the War College's students are now civilians? From where do they come?

2. According to the instructors at the War College, what is the military's role in international conflict? Why is the military only "one element of national power"? What other kinds of power can be used in a war against terrorists?

3. Explain how information technology has "fueled the revolution in military education." What do you

think it means to be "informationally dominant" on the battlefield? What other changes have taken place in the way modern warfare is conducted? Why does Dr. Keagle say that the Gulf War is "the wrong model" for the way future wars will be fought?

4. Divide the class into small groups. Have each group choose one war in which the U.S. was a participant and compare its elements to those associated with the war on terrorism. Groups may wish to consider military, informational, economic, political and geographic elements in their comparisons. Direct groups to present their comparisons in visual form, such as side-by-side comparison charts. What accounts for the vast differences between these former "conventional" wars and the anticipated conflicts against terrorism? Discuss.

LINKS:
http://www.ndu.edu/
http://www.time.com/time/covers/1101010924/wplot.html
http://www.fbi.gov/

Bioterrorism Early Warning

1. When was the period known as the Cold War? What kinds of civil defense measures were in place in the U.S. during this period? How was the nation prepared for an attack during the Cold War?

2. What has Health and Human Services Secretary Tommy Thompson recently said about U.S. preparedness for a bioterrorist attack? How as the U.S. health care system changed since the Cold War? How have these changes impacted bioterrorism readiness? According to Sam Watson of the Biomedical Security Institute, how could hospitals handle a bioterrorist attack? What do other experts recommend in order for the health system to handle this possibility?

3. What are the "weapons of choice" for bioterrorists? Have students work in groups to learn more about the possible biological weapons terrorists could use. Examples of these weapons are anthrax and smallpox. Have each group choose one of the biological threats and research its method of disbursement, symptoms, and treatment. Have each group share its information with the class.

LINKS:
http://www.nih.gov/
http://www.cdc.gov/
http://www.cdc.gov/programs/bio.htm
http://www.hopkins-biodefense.org/

Can We Prepare?

1. Why are gas masks and guns selling well in the U.S. now? What does the American Red Cross suggest citizens do if they really want to prepare for a possible bioterrorist attack? What items does the Red Cross advise people contain in their emergency kits? Why do you think the Red Cross recommends emergency kits in advance of any disaster?

2. Do you think people should be concerned about the possibility of a bioterrorist attack? Explain. If you could, would you purchase a gas mask? Why or why not? What is "paranoia"? Do you think those who are preparing for a possible bioterrorist attack are paranoid, or smart? State your rationale.

LINKS:

http://www.redcross.org/
http://www.bt.cdc.gov/
http://www.asmusa.org/pasrc/bioterrorismdef.htm
http://thyroid.about.com/library/news/blbioterror.htm?iam=dpile&terms=%2Bbioterrorism+%2Bprepared

Air Quality Concerns

1. What types of hazardous materials were released into the air when the World Trade Center towers collapsed? What potential problems do these materials pose for rescue workers, local residents, and business people? What is being done to protect these individuals?

2. What is the U.S. Occupational Safety and Health Administration (OSHA)? Direct students to the OSHA Web sites below to learn more about this government agency and its role in providing safety and health aid to New York City rescue workers, residents, and business people following the September 11th attacks. Discuss the challenges that OSHA faces in terms of coordinating efforts with federal, state and local agencies.

3. What is asbestos? Inform students that, according to OSHA, "An estimated 1.3 million employees in construction and general industry face significant asbestos exposure on the job. Asbestos is well recognized as a health hazard and is highly regulated." Refer students to the links below to learn more about:
   - uses for asbestos;
   - materials that contain asbestos;
   - the health effects resulting from asbestos exposure;
   - what people can do to avoid exposure to asbestos.

   Have students share their findings and discuss.

LINKS:
http://www.osha.gov/
http://www.osha.gov/media/oshnews/sep01/national-20010915.html
http://www.osha-slc.gov/asbestos-other.html
http://www.osha.gov/wtc_bombing/ny9asbestosmonitoring.html
http://www.epa.gov/oppt/asbestos/
http://www.epa.gov/ttn/uatw/hlthef/asbestos.html

Bagpipers

1. What is the origin and spiritual meaning of the bagpipe memorial? Why has this type of memorial been a longstanding tradition among police officers and firefighters in cities such as Philadelphia, New York, and Boston?

2. How many firefighters and police officers are reported missing as a result of the World Trade Center attacks? How is this loss affecting the surviving New York City police officers and firefighters? Describe the current lifestyle of the New York City fire and police department bagpipers? Why do you think these bagpipers continue to play memorial services for their colleagues, despite the intense toll it takes on them and their families?

3. Ask students: How did viewing this segment make you feel? What is the purpose of a memorial service? What is the role of music during a memorial service? If any of your students have attended a memorial service, ask: Was there music during the service that you found particularly comforting?

10/2/01 8:49 AM

4. Ask students: What elements do you think should be included in a memorial service for the fallen New York City firefighters and police officers? Challenge students to create poems, essays, quotations, music and other activities that could be included in such a service. Have students present their ideas and discuss.

LINKS:
http://www.usfa.fema.gov/ffmem/photos.htm
http://www.bagpipers.com/
http://www.bagpiper.com/articles/
http://ad.doubleclick.net/adi/about.com/health_dying;sve=;site=dying;kw=;chan=health;syn=about;pos=vm

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EDITOR'S NOTE:
freeze assets
al Qaeda
terrorism
Osama bin Laden
National Defense University
Cold War
bioterrorism
air quality

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October 03, 2001

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:20... 00:20

SPECIAL REPORT ... 00:40...01:00

India & Pakistan ... 07:00...08:00
-The U.S. condemns the latest attack of terrorism in India.
-Tensions between India and Pakistan fuel an already volatile situation.

Blair's War ... 02:30...10:30
British P.M. Blair declares his own war on terrorism.

Taliban Military ... 05:00...15:30
CNN's Nic Robertson looks at the military hardware and strategy behind the Taliban.

Student Bureau ... 02:25...17:55
Japanese youth share their thoughts about the September 11th attacks.

American University ... 03:20...21:15
Many of American University's international students have left the U.S.

Tracking Smallpox ... 05:45...27:00
Why are some concerned about the possibility of a bioterrorist attack using smallpox as the weapon?

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

India & Pakistan

1. What country has been the latest to experience a terrorist attack? How many people were killed in this attack? How did U.S. Secretary of State Colin Powell react to the attack? Who has claimed responsibility for this act of terrorism? What religious and political differences exist between India and its neighbor, Pakistan? How has Pakistan's president responded to India's charges that his country trains and supports terrorists?

2. Why have groups of protesters been taking to the streets of Pakistan? Why is this dissent causing concern around the world? What is Pakistan's president, Pervez Musharraf, saying to try to calm international concerns? What role could Pakistan's military potentially play in this volatile situation?

3. Why is President Musharraf worried about external threats to his country, rather than internal ones? What foe worries him most? How has India responded to his concerns? Why does nuclear analyst George Perkovich warn the world to brace itself for a "nuclear crisis"? How has the U.S. become involved in this situation? What are sôme steps that experts are advising to reduce the risk of a nuclear incident?

4. How volatile is the situation between India and Pakistan? How could this situation have international ramifications? Have students work in groups to research relations between the two countries, focusing on their history, governments, demographics, nuclear capabilities and the disputed Kashmir region. Share group findings. Discuss reasons why these two countries distrust each other. Remind students that both India and Pakistan have joined the U.S. in the fight against terrorism. To what extent do students think the U.S. should become involved in maintaining stability in these countries? Discuss.

LINKS:
http://www1.cnn.com/WORLD/9708/India97/index.html
http://www.fas.org/news/indopak.htm
http://www.wagingpeace.org/news/indiapak_98.html
http://www.clw.org/pub/clw/coalition/index.html

Blair's War

1. Who is Tony Blair? What is his country's position on the war on terrorism? Summarize some of the points Prime Minister Blair made in his speech. What, according to analysts, is behind Mr. Blair's tough talk?

2. What did Prime Minister Blair do to demonstrate his support for the U.S. after the September 11th attacks? What kind of relationship has Great Britain had with the U.S. in modern times? According to the video, what "risk" does Tony Blair assume in the special relationship he has with U.S. leaders? What benefits does he derive from this relationship? How would you define the term "leverage"? How does the unique U.S.-Great Britain relationship give the British government leverage with the European Union as well as with the U.S.?

3. Much has been discussed in recent weeks about preventing terrorism in democratic societies. In his speech, Prime Minister Blair said: "And here in this country and in other nations around the world, laws will be changed, not to deny basic liberties, but to prevent their abuse and protect the most basic liberty of all, freedom from terror." Do you think it will be possible for the free nations of the world to offer their citizens "freedom from terror"? State your rationale.

LINKS:
http://www.cnn.com/2001/WORLD/europe/10/02/ret.blair.address/

Taliban Military

1. According to the video, how many tanks exist in the Taliban's forces? What is the problem with most of these tanks? How does this illustrate the problem with much of the Taliban's military equipment?

2. Why, according to analysts, is it important not to underestimate the Taliban's forces, in spite of their hardware problems? Why did many local clan leaders join the Taliban? How have these tribal alliances benefited the Taliban? How does the Taliban's "loose" command and control benefit their military operation? What other military assets do the Taliban possess? How are the Taliban forces expected to perform against a trained, modern army? Why? Why is fighting on their own soil not necessarily an advantage for the Taliban?

LINKS:
http://www.afghan-info.com/TALIBAN.HTM
http://www.cia.gov/cia/publications/factbook/geos/af.html

Student Bureau: Japan Student Reaction

1. What do Japanese youth think about the September 11th attacks? According to those interviewed, what should be the response to these attacks? How do they feel about their nation's war-renouncing constitution? What was Japan's role during the Gulf War? Why did some criticize this role? Do you think Japan should revise its constitution to allow for some kind of military response in certain situations? Why or why not?

2. Do you think retaliation is the same as an attack? In the video, one young person says, "I wish President Bush would look at things from a worldwide perspective." What does this statement mean? What is your opinion of Mr. Bush's response to the terrorist attacks so far? Do you think he has been sensitive to the needs of the international community? State your rationale. In your opinion, should other nations provide the U.S. with military support for its war against terrorism? Discuss.

3. According to the Japanese Information Network, "The Japanese Constitution, which came into force in 1947, is based on three principles: sovereignty of the people, respect for fundamental human rights, and pacifism." Refer students to the links below, and other resources, to learn about Japan's Constitution and the United States Constitution. Have students examine the events that shaped these documents. Then ask students to identify the similarities and differences between these constitutions' principles. Ask: To what extent do these documents reflect each nation's policies on war? Do you think all nations should have constitutions that renounce war? Why or why not?

LINKS:
http://jin.jcic.or.jp/kidsweb/japan/j/q2.html
http://jin.jcic.or.jp/kidsweb/japan/j.html
http://www.pbs.org/wgbh/amex/macarthur/peopleevents/pandeAMEX102.html
http://www.nara.gov/exhall/charters/constitution/conmain.html

American University

1. Why are many of American University's international students leaving the school? How are their departures affecting fellow students? Why have some Muslim students decided to stay? What are these Muslim students doing to promote understanding and harmony on campus?

2. Point out to students that fear and ignorance are two of the reasons why people become prejudiced, discriminate and commit hate crimes. Ask your students to share what they know about the Islamic faith and the Muslim culture. Make a list of your students' responses. Refer students to the links below, and other resources, to learn about the history and beliefs of Islam and the Muslim culture. Have students identify the differences between Muslims and Muslim fundamentalists. After students share their findings, have them review the information on their original list to determine which items are accurate, and which are stereotypes. Then ask: What can citizens and the U.S. government do to prevent American Muslims, and other groups, from being discriminated against and victimized during this crisis?

LINKS:
http://www.american.edu/
http://cnn.com/2001/US/09/25/ret.arabstudents.ap/index.html
http://www.muslimcenter.org/
http://www.icna.org/nj/wb_record.htm
http://ad.doubleclick.net/adf/mtv.mtvi/;adid=3202858;sz=400x300;ord=1000828405900
http://www.adl.org/main_education.asp

Tracking Smallpox

1. How did smallpox appear in the U.S. in 1947? How was an epidemic prevented? When was smallpox eradicated from the planet? What made this eradication possible? Who was in charge of that campaign? What is his new role? What does he have to say about the risk of smallpox as a bioterrorist weapon?

2. According to Dr. Henderson, how could smallpox be re-introduced into a population? When would people begin to feel the first symptoms? What are those symptoms? At what stage does smallpox become contagious? How fast could smallpox spread? What would it take to contain an epidemic of smallpox? Why could many physicians accidentally misdiagnose the disease?

3. What is the "encouraging news" about the level of U.S. preparedness for a bioterrorist attack? How quickly could the smallpox vaccine stop the spread of this disease? Would those who are over the age of 30 have to be vaccinated again? Why? What is the status of the U.S. stockpile of smallpox vaccine? What is being done to upgrade this status?

4. Inform your students that, in China, 100 years before Edward Jenner, people took pills made from the fleas of cows to prevent smallpox. This was the earliest form of oral vaccination. Students might also be interested to know that Edward Jenner noticed that women who worked milking cows appeared to develop immunity to smallpox through their contact with the cows, hence the term "vaccination," from the Latin word for cow, "vacca." Encourage your students to come up with their own questions about vaccinations and how they work. Help satisfy their curiosity by helping students research vaccinations and their effectiveness. Students will want to learn more about the smallpox vaccination and the immunizations they have received for other diseases, including measles, mumps, chicken pox, and some strains of hepatitis. Share student findings and discuss what characteristics of these diseases and of smallpox make them good candidates for prevention by vaccination. Likewise, why do students think there are some diseases for which there are currently no immunizations?

5. Biological warfare is as old as war itself. The ancient Romans are thought to have initiated the practice of biological warfare by dumping diseased animals into the drinking water of their enemies, thus making their enemies sick and affecting their morale. Have students work in groups to learn more about biological warfare throughout history and share their information. Discuss what makes biological warfare especially threatening to the human species in the modern world.

LINKS:
http://www.cnn.com/SPECIALS/2001/trade.center/biochem.weapons/
http://www.cdc.gov/
http://www.who.int/
http://www.encyclopedia.com/articles/11987.html
http://www.pbs.org/wgbh/pages/frontline/shows/plague/etc/faqs.html
http://www.seercom.com/bluto/smallpox/index.html

EDITOR'S NOTE:
India
Pakistan
nuclear weapons
Tony Blair
Taliban
Japan
Muslim
smallpox

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CNN NEWSROOM Guide

October 04, 2001

Teachers: Welcome to a Special Edition of CNN NEWSROOM, "America's New War."

Tune in Oct. 9-11 as CNN NEWSROOM presents
HISPANIC POWER: BEYOND THE NUMBERS. For educational materials, please go to
http://fyi.cnn.com/fyi/interactive/specials/hispanic/index.html

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:50...01:00

The Economy ... 02:10...03:10
U.S. Pres. Bush outlines the framework for an economic stimulus plan.

Small Business Climate ... 02:10...05:20
Small businesses look for ways to survive in tough times.

Corporate Security ... 02:50...08:10
Companies review security practices in response to the terrorist attacks.

Olympic Security ... 06:35...14:45
Security is a primary concern for organizers of the 2002 Winter Olympics.

Reflections ... 00:50...15:35
The Duchess of York talks about finding solutions.

Anthrax ... 03:25...19:00
What is Anthrax?

Web Site Information ... 00:45...19:45
Information on the CNN NEWSROOM Daily Classroom Guide

Rumors ... 04:25...24:10
Rumors surrounding the Sept. 11th attacks circulate on the Internet.

Laughing Matters ... 03:05...27:15
CNN's Jeanne Moos examines the need to laugh again.

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

The Economy

1. Where was President Bush yesterday? What kind of legislative package did he announce while he was there? What is the purpose of this package? How much could it cost? Summarize the basic elements of the president's economic stimulus package.

2. Who is voicing opposition to this economic package? Why? What do many Republicans favor instead of the president's proposals? What do the Democrats favor? Who is Alan Greenspan? Why do you think he is a "key player" in the discussions on the president's package?

3. Direct students to the Internet and other business resources to determine how yesterday's stock market reacted to news of the president's economic package. Ask students why they think the market received the plan the way it did. Refer students back to the video, and review the basic elements of the president's economic stimulus package. Generate a class discussion about the possible economic "ripple effects" of this plan. For example, students might consider how financial aid to displaced workers might ultimately benefit the economy. Ask students: If this package aims to improve the economy, why are some opposed to it? Discuss possible drawbacks associated with the president's package.

LINKS:
http://www.cnn.com/2001/US/10/03/gen.america.under.attack/index.html

Small Business Climate

1. What is the Federal Reserve? What action did the Fed take on interest rates this week? How many times has the Fed lowered rates this year? Why is the Federal Reserve taking this course of action?

2. According to the video, what is the enemy of small businesses that need start-up capital? What kind of business does Lori Rubinson run? Why has she had to scale back her expectations for funding? How is she compensating for the lack of funding?

3. How do the financing commitments for small business for the third quarter of this year compare to the same period last year? How are some small businesses cutting their expenses? What is subleasing? Why do you think many commercial landlords don't typically permit this practice? Why do you think some have changed their minds since the World Trade Center attacks?

4. What is venture capital? Direct students to their texts, the Internet, or other resources to find a definition for this term. Point out that the video mentions that, in the current business climate, "financing is as dry as the desert." Why do students think venture capital is suddenly hard to find? Have students write short papers explaining how a lack of venture capital can impact consumers, small businesses, and ultimately, the U.S. economy.

LINKS:
http://cnnfn.cnn.com/news/specials/economic_toll/
http://cnnfn.cnn.com/2001/10/03/sbrunning/survey/
http://www.investorwords.com
http://www.venturewire.com/

Corporate Security

1. How has the software company seen in the video "tightened the screws on security"? Why do you think the Borland company agreed to discuss security with the reporter? Why do you think some companies are not willing to do so? What lessons have been learned about evacuation as a result of the World Trade Center attacks? Why is it important for companies to have detailed evacuation plans?

2. The terrorist attacks of September 11th have underscored the importance of corporate security. What kinds of businesses do you think should be reviewing their security procedures? Consider those businesses that could be sought by terrorists, such as crop dusting services and public services, such as water supplies. While security is necessary, it's likely not going to be cheap: Who will pay the cost of security upgrades for these businesses? How?

LINKS:
http://www.securitymagazine.com/
http://operationcorporatetraining.com/

Olympic Security

1. When and where are the next Olympic games taking place? How much money are organizers of the 2002 Winter Olympics asking the U.S. Congress to allocate to enhance security at the Games? During which Olympics did terrorist attacks occur? Why do you think the Olympic Games have been the target of terrorist activity?

2. What do the Olympics symbolize? To what extent is personal safety a concern for the Olympic athletes? What measures are being taken to protect the athletes and spectators? Would you feel comfortable attending the Winter Games? Why or why not?

3. What do you think Sen. Mitt Romney meant when he said: "The Games are more critical for America and the world than ever before"? Do you agree with him? Explain. Do you think the Olympic games should be held this winter? Why or why not? What could be the political and economic ramifications of canceling the Games?

4. Point out to students that allocating the additional $40 million would bring federal spending on the Games to approximately $310 million. Refer students to the links below, and other news sources, to learn more about Olympic security and how the additional security funds would be spent. After students share their findings, ask: Should taxpayers help fund Olympic security? Should Congress approve the Salt Lake City Olympic committee's request for $40 million? Why or why not? If not, what else could be done to meet the need for enhanced security during the 2002 Winter Games? Discuss.

LINKS:
http://www.slc2002.org/

http://www.msnbc.com/news/637229.asp
http://www.senate.gov/~bennett/2002_olympic_security_funds_su.html
http://www.senate.gov/

Anthrax

1. What is anthrax? How is anthrax transmitted? What are the symptoms of anthrax? Is there a way to prevent infection? Is there a treatment for anthrax? Explain.

2. Ask students: Why has anthrax become a current issue? Are you worried about contracting anthrax? Refer students to the links below to learn more about anthrax and the anthrax vaccination. Pose the following questions to guide students' research:
   - What is the protocol for anthrax vaccination?
   - Are there adverse reactions to the anthrax vaccine?
   - Why is the U.S. Department of Defense requiring men and women in the Armed Services to be vaccinated against anthrax?

   After students share their findings, have them discuss whether or not they think U.S. civilians should be vaccinated for anthrax.

LINKS:
http://www.cdc.gov/ncidod/dbmd/diseaseinfo/anthrax_g.htm
http://www.cdc.gov/mmwr/preview/mmwrhtml/mm4936a1.htm
http://www.anthrax.osd.mil/ListServpopup.htm
http://www.anthrax.osd.mil/HTML_interface/default.html

Rumors

1. What are "urban legends"? What are some of the urban legends and rumors that have been circulating in the wake of the attacks on the U.S.? How have these rumors been able to circulate so quickly?

2. According to Barbara Mikkelson, why are people fascinated with these legends and rumors? What kind of Web site do she and her husband operate? What are some of the more persistent rumors that Barbara and David have managed to verify or debunk? Why are some of these rumors actually dangerous? What do these stories say about those who pass them on? Do you think the rumors and legends are "less frightening" than the facts behind the attacks? Explain.

3. Ask students: Do you believe everything you read or see on the Internet? How do you determine what is/is not believable? Refer them back to the picture of the man on the roof of the World Trade Center, with the plane in the background. Ask your students what they think of this photograph. Had they received it in an e-mail from a friend, would they believe it was real? Discuss what they should be looking for to test the validity of photos and information they receive on the Internet. What clues about this photograph could help students realize that it is a fake? (Point out that, even before examining the photograph, students should ask themselves how a camera could have survived the attack on that building.)

LINKS:
http://urbanlegends.about.com/library/weekly/aa091101a.htm
http://www.snopes2.com/

Laughing Matters

1. Why are so many Americans looking for a reason to laugh again? How has the entertainment industry approached the events of September 11th? How are elected leaders trying to lighten the mood? What is the media doing to introduce some laughter?

2. How have the events of September 11th affected you and those around you? Why do you think some people feel guilty about having a good time now? Do you think that laughing is important? Do you think it is appropriate to try to laugh again now? Why or why not?

3. Professionals in medicine and mental health claim that laughing can be therapeutic: It is good for the body and the mind. Have your students work in groups to learn more about the biology and psychology of laughing, and share their findings. Discuss the physical and emotional benefits of therapeutic laughter.

4. Engage in some therapeutic laughter: Start each class with a "Joke of the Day." Students can submit jokes in writing each week. (Note: Dictate rules on what is/is not appropriate in advance.) Select one joke per day to read at the beginning of class.

LINKS:
http://www.findarticles.com/cf_dls/g2603/0004/2603000435/p1/article.jhtml
http://www.jesthealth.com/bene.html
http://www.drhumor.com/

EDITOR'S NOTE:
economic stimulus
capital gains tax
venture capital
corporate security
Olympics
anthrax
rumors
laughter

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CNN NEWSROOM Guide

October 05, 2001

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:20... 00:20

SPECIAL REPORT ... 00:30...00:50

New Geopolitics ... 09:30...10:20
The war against terrorism renews old alliances and establishes new ones.

Reflections ... 01:00...11:20
Former Secretary of State Henry Kissinger talks about the American loss of innocence.

Mind Games ... 03:10...14:30
Psychological warfare is expected to play a role in the campaign against Osama bin Laden.

Ask CNN ... 01:20...15:50
How did the Red Cross get its start?

A Giving Response ... 05:00...20:50
-U.S. citizens have a long history of giving in times of need.
-Relief organizations work hard to help attack victims and their families.

Tourists Needed ... 02:20...23:10
Tourist businesses offer consumers incentives to travel again.

Cocooning Effect ... 01:50...25:00
The terrorist attacks cause some Americans to spend more time at home.

Nicer New Yorkers ... 02:30...27:30
CNN's Jeanne Moos reports on the emergence of a kinder, gentler New Yorker.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

New Geopolitics

1. Who is Donald Rumsfeld? Why is he touring some Muslim nations? What are some of the countries he will be visiting? How are these old allies of the U.S. responding to the possibility of a military strike against the Taliban and Osama bin Laden?

2. Where is Uzbekistan? Why is Rumsfeld going to Uzbekistan? Why would an alliance with Uzbekistan have been impossible a decade ago? Why are the leaders of Uzbekistan concerned about getting too close to the U.S.? Where is the nation of Pakistan located? How is the newly-formed alliance between the U.S. and Pakistan "a case of nations at odds forced into cooperation"? Why isn't the U.S. going to rely on the use of military bases in Pakistan? Which neighboring nation is nervous about the prospect of an extremist uprising in Pakistan? Why?

3. Which is the only Muslim member nation of NATO? Why is its geography significant in the war on terrorism? Will Turkey lend its facilities and airspace to the anti-terrorist allies? Why do you think Turkey is supportive of this effort?

4. What was the Cold War? How would you characterize the period known in the U.S. as the "post- Cold War era"? What three former rivals and superpowers now seem to be getting closer? Who is the current president of Russia? According to the video, what motivated him to throw his full support behind the U.S.? What is the irony of this situation? Why did the U.S. train Muslim militants to fight the Soviet Union in Afghanistan? Where does Russia now face an internal conflict at the hands of Muslim rebels?

5. Where is China in relation to Afghanistan? Why, according to the video, are the Chinese interested in the United States' anti-terrorism efforts? Before the events of September 11th, what incident caused additional strain in the already tense U.S.-China relationship? Why do you think the events of September 11th changed minds and motivations between the two nations? What price will China and Russia likely ask of the world community in exchange for their anti-terrorism cooperation?

6. What is geopolitics? How have the events of September 11th resulted in geopolitical changes around the world? Use this opportunity to familiarize students with the countries of Europe and Asia and their positions on the war on terrorism.
    1. Have students consult their texts or the Internet for political maps of the Eastern Hemisphere.
    2. As a class, list the countries that are key players in the war against terrorism.
    3. In a three column list on the board, include those countries that have indicated support for the U.S., those who appear to be neutral (or have not publicly endorsed one side), and those who are opposed to the U.S. anti-terrorism efforts.
    4. Next, divide the class into small groups. Have each group select one or more of the countries on the list and determine the rationale for its position: What does it get from its support, opposition, or neutrality?

    Have groups share their findings. Ask: Which of these countries might have acted differently ten years ago? Why? Do you think the new geopolitical map indicates a fundamental realignment of nations or

a temporary shift? Discuss.

LINKS:
http://www.historyguy.com/new_and_recent_conflicts.html
http://www.fowlerlibrary.com/Kiosk/
http://home.earthlink.net/~vehicool/Flashpoints_Contents.html
http://www.cnn.com/SPECIALS/2001/trade.center/

Mind Games

1. Explain what "psyops" means. How did the U.S. use psychological warfare against dictator Manuel Noriega? How were psyops used in the Gulf War and Somalia? How did both sides employ psychological warfare in World War II?

2. Who was behind the voice that became known as "Tokyo Rose"? Who was convicted of treason for this psychological operation? Why did she engage in psychological warfare against the U.S.? Who eventually pardoned Iva Toguri, and when? Do you think the pardon was justified? Explain.

3. Ask students, especially those who participate in sports, if they prepare psychologically (as well as physically) before competition. If so, ask them why they think this preparation is important. Have students consider what opposing teams could do to engage in psychological "warfare" with them. Discuss how psychological warfare can be just as destructive to an enemy as physical force.

LINKS:
http://ww2.lafayette.edu/~mcglonem/prop.html
http://www.tscm.com/CIA_PsyOps_Handbook.html
http://www.pipeline.com/~psywarrior/psyhist.html

A Giving Response

1. What do blue chip companies in New York, a Wisconsin football team and students in California have in common? What evidence suggests that Americans are generous during times of crisis? Have people in your community helped victims of the September 11th attacks? If so, how?

2. How have the terrorist attacks impacted the families of victims? What types of aid are available for these people? According to the Red Cross, how long do the relief workers expect to be working with these families?

3. Which aid organizations are mentioned in the video? Challenge students to comb multimedia sources to identify the different relief organizations and agencies that are providing aid to the victims of the September 11th attacks. These agencies include the Red Cross, the United Way and the Federal Emergency Management Agency (FEMA). List the students' findings on the board. Then, pair students and assign each pair an organization or agency from the list. Ask each pair to find out when its organization/agency was created, its responsibilities, and how it has responded to the current crisis thus far. After students present their findings, ask: What do you think are the greatest difficulties associated with coordinating the efforts of these organizations/agencies? What challenges lie ahead for these organizations/agencies?

4. Encourage students to devise a fund-raiser or benefit to support an agency or organization that is helping victims of the World Trade Center and Pentagon attacks. Be sure to contact the agency or

group to seek help and advice in designing the event or program. The activity could focus on gathering funds or increasing public knowledge about an issue. Allow students ample time to publicize and plan their benefit.

LINKS:
http://firstgov.gov/featured/usgresponse.html?ssid=100145843768 2_172
http://www.cnn.com/2001/US/09/25/vic.victims.telethon.ap/index.html
http://www.helping.org/
http://www.redcross.org/

Tourists Needed

1. What did the terrorist attacks do to the Las Vegas' tourism industry? What have the city's hotels had to do to survive the times? How are the resorts attempting to lure tourists back? How has the low fare offer affected National Airlines?

2. What Florida resort got a boost from President Bush this week? What locations did Standard and Poor's put on its list of potential debt downgrades? What does this mean? How is the Disney corporation trying to boost tourism in these tough times?

3. Use this segment to illustrate "price" as a function of supply and demand. In class discussion, ask students how they would classify the supply and demand of available hotel rooms in Las Vegas (supply = high, demand = low). If there is a high supply of a product and low demand for it, what happens to its price? Why? Challenge students to identify other practical applications of price and supply and demand that have emerged as a result of the terrorist attacks on the U.S.

LINKS:
http://www.standardpoor.com/
http://news.bbc.co.uk/hi/english/world/americas/newsid_1555000/1555931.stm
http://www.cnn.com/2001/TRAVEL/NEWS/09/18/rec.world.tourism/
http://cnnfn.cnn.com/2001/10/04/travelcenter/airlines_fares/

Cocooning Effect

1. What is the "cocooning effect"? How is this trend impacting U.S. businesses that cater to "at-home" activities? Why do you think some Americans have been reluctant to leave their homes since September 11th? How long do you think the cocooning effect will last? Explain.

2. Have students identify local businesses that cater to in-home activities. Invite owners of these local businesses to speak to your class about how the events of September 11th have impacted their companies. If any of these businesses are publicly held companies, help students to conduct research to find out how these companies' stocks have fared since the September 11th attacks. For historical data on these companies' stocks, you can direct students to the links below and to the Web sites of individual companies. After students compare and contrast their findings, ask: Have some companies done better than others? If so, why? If you were an investor, would you buy these companies' stocks? Why or why not?

LINKS:
http://averages.dowjones.com/home.html
http://www.nasdaq.com/

http://cnnfn.cnn.com/
http://www.iredge.com/IREdge/IREdge.asp?c=002602&f=2002
http://www.hollywoodvideo.com/company/company.htm
http://www.e-analytics.com/glossary/glossar1.htm

Nicer New Yorkers

1. According to CNN's Jeanne Moos, how has the tragedy of September 11th put New Yorkers "on their best behavior"? What examples does she offer of New Yorkers trying to help each other? Why do you think people's attitudes seem to have changed, according to Moos? Does it appear this civility will last forever? Explain.

2. At the beginning of this video, we hear that New Yorkers often have a reputation for being rushed and rude. Do you agree or disagree with this assessment? Explain. Where do you live? Are there any regional stereotypes associated with the residents of your area? If so, what are they? Do you think these are fair characterizations? Why or why not?

LINKS:
http://www.ilove-ny.com/

EDITOR'S NOTE:
Donald Rumsfeld
Cold War
psychological warfare
"Tokyo Rose"
American Red Cross
Las Vegas
cocooning
cocooning

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CNN NEWSROOM Guide

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:20... 00:20

SPECIAL REPORT ... 00:30...00:50

America Strikes Back ... 04:55...05:45
-The U.S. and Great Britain attack Afghanistan.
-For many years, Afghanistan has played an important role in world politics.

Mountain Warfare ... 03:30...09:15
U.S. and British troops prepare for mountain combat in Afghanistan.

State-Sponsored Terrorism ... 02:10...11:25
Not all countries shun contact with others that sponsor terrorism.

Money Laundering ... 02:55...14:20
An illegal banking system complicates efforts to track the terrorists' money.

Islam ... 12:45...27:05
CNN correspondent Christiane Amanpour takes an in-depth look at Islam.

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

America Strikes Back

1. What areas in Afghanistan were the targets of yesterday's U.S. military strikes? Why were these targets chosen? What types of weapons were used? What was Great Britain's role in this military

action? What other nations have pledged military support for this conflict? How many nations have granted air transit and landing rights to the U.S. and its allied nations?

2. Why did the U.S. wait almost a month before taking action against Osama bin Laden and his al Qaeda organization? What was the gist of bin Laden's videotaped message? According to General Wesley Clark, why was bin Laden's statement significant?

3. How might yesterday's strikes impact the Taliban and Afghan citizens? Do you support the actions of the U.S. and Great Britain so far? Why or why not? Do you think there will be repercussions from yesterday's strikes on Afghanistan? Discuss.

4. In a speech yesterday, Prime Minister Tony Blair outlined the three components of the allies' campaign against terrorism, which include military, diplomatic and humanitarian interventions. Divide your class into three groups and assign each group one of these interventions. Direct students to multimedia news sources to investigate the goal and scope of these interventions. How are these interventions interrelated? Why are each of these interventions necessary? Do you support these interventions? Why or why not?

5. Where is Afghanistan located? How big is the country? Why has Afghanistan played an important role in world politics during the last 22 years? When did the Taliban gain control of Afghanistan? Why has Afghanistan become an incubator for terrorism and criminal activity in recent years? What types of things are smuggled through Afghanistan? Why do you think smuggling in Afghanistan has led to instability in the country's surrounding regions?

6. What is the status of Afghanistan's diplomatic relations with the nations of the world? What events during the last three decades have caused Afghanistan to become diplomatically isolated from the international community? Refer students to the links below and other resources to learn more about the history of Afghanistan since 1979, when it was occupied by the former Soviet Union. Have students identify how the country's long-standing civil war and its war with the former Soviet Union affected Afghan citizens and contributed to the Taliban's rise to power. What was the role of the U.S. during the Soviet-Afghan War? To what extent did the U.S. contribute to the rise of the Taliban and the current political and economic instability that exists within the nation? Could the U.S. have done anything during the last 20 years to prevent the current crisis in Afghanistan? Discuss. What do you think the future holds for the government and citizens of Afghanistan? Discuss.

LINKS:
http://fyi.cnn.com/SPECIALS/2001/trade.center/index.html
http://fyi.cnn.com/2001/US/10/07/gen.america.under.attack/index.html
http://fyi.cnn.com/2001/WORLD/europe/10/07/ret.europe.reaction/index.html
http://www.bbc.co.uk/
http://fyi.cnn.com/2001/WORLD/asiapcf/south/08/08/afghan.timeline/index.html

Mountain Warfare

1. Where is the Mountain Warfare Training Center located? What type of training is currently taking place at the center? What technological tools are the troops being trained to use? What are some of the potential drawbacks of these tools?

2. How does geography play a role in warfare? Have students research the geography and climate of Afghanistan. After students share their findings, ask: How would you prepare physically and mentally

for a ground campaign in Afghanistan? How would you dress? What supplies would you require? From what diseases would you need to protect yourself? Discuss.

LINKS:
http://www.cnn.com/2001/US/10/06/ret.mountain.training/
http://www.afghan-web.com/geography/
http://school.discovery.com/homeworkhelp/worldbook/atozgeography/a/006700.html
http://geography.miningco.com/library/maps/blafghanistan.htm

State-Sponsored Terrorism

1. Which countries are currently on the U.S. State Department list as sponsors of international terrorism? How does the U.S. deal with these countries? Why do you think the U.S. refuses any direct contact with them? Do all allies of the U.S. feel the same way? Explain.

2. Why do countries like Russia and France want to do business with Iran, Iraq and Libya? How do many European nations regard Cuba? What is the current U.S. relationship with Cuba? Why do you think this is a major point of friction between the U.S. and Europe? How do you think some countries' attitudes toward the state sponsors of terrorism complicate President Bush's war on terrorism?

3. Why are Iran, Iraq, Syria, Libya, Cuba, North Korea and Sudan on the U.S. State Department's list of state sponsors of terrorism? Divide the class into seven groups. Have each group research one of the countries on the list and gather some of the evidence that has led the State Department to its conclusions. Have each group present its findings. Ask: Should the U.S. convince its allies to terminate all contact and trade with these nations? If so, how can this be done? Discuss.

LINKS:
http://www.state.gov/s/ct/
http://www.usemb.se/terror/
http://www.usemb.se/terror/rpt2000/overviewstate.html
http://www.iacsp.com/over.html
http://www.ict.org.il/

Money Laundering

1. Where is Peshawar? How would you describe Peshawar? What is "hawala"? What is the Pakistani name for this practice? How does hawala (or hundi) work? Why is hawala typically used in South Asia and the Middle East?

2. Why do you think Osama bin Laden's network uses hawala? Why is hawala well suited for illegal activities? What has happened when Pakistan's authorities have tried to crack down on hawala? Approximately how much money flows through the hawala system every year?

3. Point out to students that hawala is a form of what is known in the U.S. as "money laundering." Ask students if they know what this term means. If not, ask a local banker to explain what money laundering is, the banking industry's safeguards against it, and its legal ramifications. Refer students back to the video, where it refers to hawala as "a paperless transaction, based on trust." Based on what they have learned, do students consider hawala an honest or a dishonest system? Do they find any irony in the fact that it is based on trust? Why or why not? If students have heard the expression "honor among thieves," ask them how it applies to hawala.

LINKS:
http://fyi.cnn.com/2001/US/10/07/inv.investigation.facts/index.html
http://fyi.cnn.com/2001/US/10/07/inv.usa.funds.reut/index.html
http://www.chron.com/content/chronicle/world/96/01/20/india.html
http://www.moneylaundering.com/

Islam

1. What is Islam? What daily rituals are associated with Islamic life? Who are Muslims? How many Muslims are there in the world? How many Muslims live in the U.S.?

2. How does journalist Nadirah Sabir describe the religion of Islam? Do you think most Americans are aware that it is a peaceful religion? Explain. What are some of the misconceptions people have about Islam? Why do you think these misconceptions exist? What should be done to address these misconceptions?

3. What is the origin of Islam? What does the word "Islam" mean? Who was Mohammed? What is the Koran? What does the Koran say about violence and tolerance? What are some of the similarities between the Koran and the Bible?

4. What are the Five Pillars of Faith? Why is Mecca important to Muslims? What does the term "jihad" mean? What is the Hajj? How does it fit into the principles of Islam? Are any of the principles found in Islam also found in other religions? Discuss.

5. Ask your students to share what they know about the Islamic faith and the Muslim culture. Make a list of your students' responses. Refer students to the links below, and other resources, to learn more about the history and beliefs of Islam and the Muslim culture. Have students identify the differences between Islamics and Islamic extremists. After students share their findings, point out that some scholars have said that Islamic extremists are to Islam as the Ku Klux Klan is to Christianity. Have students examine these parallels in class discussion.

6. TEACHERS: Visit the following CNNfyi.com Web site for an activity that focuses on comparing Islam to Judaism and Christianity: http://fyi.cnn.com/2001/fyi/lesson.plans/09/28/islamic.explainer/

LINKS:
http://fyi.cnn.com/2001/fyi/news/09/28/Islam.explainer/index.html
http://www.cair-net.org/
http://www.muslimcenter.org/
http://www.kestar.com/item/pages/home.pat,local/3acefedf.919,.html
http://www.ahram.org.eg/weekly/1998/397/re6.htm
http://www.mwlusa.org/news_afghan2.html
http://www.ummah.org.uk/hajj/

EDITOR'S NOTE:
Afghanistan
retaliation
money laundering
terrorists

Muslims
Islam
Hajj
jihad

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CNN NEWSROOM Guide

October 09, 2001

Teachers: Welcome to a Special Edition of CNN NEWSROOM, "America's New War." For a comprehensive list of links to CNN NEWSROOM guides and CNNfyi.com educational materials on this topic, please go to: http://turnerlearning.com/newsroom/specials.html.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:20... 00:20

SPECIAL REPORT ... 00:30...00:50

America Strikes Back ... 04:50...05:40
-Pakistan reacts to the U.S. attacks against Afghanistan.
-CNN's Matthew Chance reports on the attacks and perspective from Northern Afghanistan.

Middle East and U.S. Reactions ... 04:55...10:35
Opinions of the U.S.-led military strikes in Afghanistan vary among nations and nationalities.

Ask CNN ... 01:05...11:40
What is being done to protect public transportation in the U.S.?

Homeland Security ... 04:55...16:35
-Tom Ridge is sworn in as the U.S. Director of Homeland Security.
-U.S. authorities prepare for possible terrorist attacks on the U.S.

In the Headlines ... 01:05...17:40
-Syria wins a seat on the U.N. Security Council.
-Spacewalkers install a crane on Space Station Alpha.
-Cancer researchers win the Nobel Prize for medicine.

Special Series ... 02:45...20:25
Mexico agrees to help the U.S. in its war on terrorism.

Special Series ... 06:20...26:45
Many residents of Villa Juarez leave home in pursuit of economic opportunities in the U.S.

CNN NEWSROOM CLOSE ... 01:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

America Strikes Back

1. Who is Gen. Pervez Musharraf? What is his position on the international coalition against terrorism? According to President Musharraf, what is the "ideal operational scenario"? Why are some Pakistanis demonstrating in response to the strikes against Afghanistan? What was Pakistan's humanitarian role in Afghanistan prior to the September 11th attacks?

2. Remind students that Musharraf is caught between supporting the U.S.-led coalition on terrorism and quelling unrest among Muslims in Pakistan. What problems does this pose for Musharraf? Have students review the video and analyze the political significance of Musharraf's statements. Then ask: To whom do you think his statements were targeted? Do you think Musharraf will be able to appease Pakistani Muslims and maintain stability within Pakistan? Discuss. If you were a political advisor to Musharraf, what advice would you give him?

3. Why is it important that Musharraf maintain stability within Pakistan? What is the "domino effect"? Ask students to consider the domino effect should Pakistan become destabilized. How might the destabilization of Pakistan lead to instability throughout the region? How might mass-destabilization impact relations between Muslims and Hindus? How might mass-destabilization affect the relationship between India and Pakistan? Why is it important to the global community that India and Pakistan have a stable relationship? Discuss.

4. What areas in Afghanistan were targeted during Monday's attacks? Why were these targets strategically important? How did these attacks impact Afghan citizens? What is the Northern Alliance? What is the Northern Alliance's role in the U.S.-led military campaign in Afghanistan?

5. What is the Taliban? What is the status of the conflict between the Northern Alliance and the Taliban? What is the strategic significance of Kabul? Refer students to the last link below and other resources to learn more about the history of the Northern Alliance, its war with the Taliban, and its relationship with the international community. Then ask: Why are the Northern Alliance and the Taliban in conflict? Which nations currently support the Northern Alliance? How might U.S. strikes in Afghanistan impact the conflict between the Northern Alliance and the Taliban? Have students consider the political repercussions should the Taliban be removed from power. If the situation presented itself, do you think the Northern Alliance should assume power in Kabul? Why or why not?

LINKS:
http://cnn.com/2001/WORLD/asiapcf/south/10/08/pakistan.musharraf/index.html
http://www.cnn.com/SPECIALS/2001/trade.center/index.html
http://www.cnn.com/2001/US/10/08/gen.attack.on.terror/index.html
http://www.pak.gov.pk/
http://school.discovery.com/homeworkhelp/worldbook/atozgeography/p/410880.html
http://cnn.com/2001/WORLD/asiapcf/central/09/24/ret.afghan.opposition/index.html

Middle East and U.S. Reactions

1. How have Palestinian supporters of Hamas reacted to the U.S.-led military operation in Afghanistan? How did the Palestinian Authority respond to the Hamas supporters? Why is the Palestinian Authority's response historically and politically significant? What is the Palestinian Authority's official position on Osama bin Laden and the U.S.-led military operation in Afghanistan? What is the Israeli government's position on the attacks on Afghanistan?

2. Why do you think the Palestinian Authority has yet to take a formal position on the U.S. military operation in Afghanistan? Do you think the U.S.-led war on terrorism will impact relations between Palestinians and Israelis? Explain. In your opinion, should the Palestinian Authority declare its position on the U.S. military operation in Afghanistan? Why or why not? If so, what position do you think it should take?

3. How have American citizens reacted to the attacks on Afghanistan? Do you think the Emmy Awards should have been canceled? Why or why not? Where were you when you heard the news that the U.S. began military strikes against Afghanistan? What was your reaction to the news?

4. As a class, have students summarize the different views on the U.S.-led air strikes against Afghanistan that were expressed in the video. Then ask: What is your opinion of this military action? Instruct students to write brief editorials in which they express their opinions of the attacks against Afghanistan. Have students videotape their editorials and share them with the class.

LINKS:
http://fyi.cnn.com/2001/WORLD/meast/10/08/ret.mideast.violence/index.html
http://fyi.cnn.com/2001/WORLD/europe/10/07/ret.world.reaction/index.html
http://fyi.cnn.com/2001/WORLD/europe/10/07/ret.world.quotes/index.html

Homeland Security

1. Who is Tom Ridge? To what new position has he been appointed? What are the responsibilities of this position? What are "terrorist cells"? What challenges does Ridge face as Director of Homeland Security?

2. Which U.S. public systems are most vulnerable to terrorist attacks? Which federal, state and local agencies are involved in protecting the U.S. against future terrorist attacks? What types of measures are these agencies taking to protect the U.S.?

3. Are you concerned about the possibility of future terrorist attacks in the U.S.? Discuss. Invite a representative from a local or state law enforcement agency to talk to your students about the measures that are being taken to protect your community from terrorist activity. After the presentation, ask students: Do you think these measures would be effective? Why or why not? If not, what else should local or state authorities do?

4. Teachers: For more information and an activity on Tom Ridge and his new post, visit the following CNNfyi.com Web site: http://fyi.cnn.com/2001/fyi/lesson.plans/09/24/new.position/.

LINKS:
http://fyi.cnn.com/2001/US/10/08/ret.meserve.otsc/index.html
http://fyi.cnn.com/2001/US/10/08/rec.ridge/index.html
http://fyi.cnn.com/2001/US/10/08/rec.ridge.advancer/index.html

http://fyi.cnn.com/virtual/editions/europe/2000/roof/change.pop/frameset.exclude.html

In the Headlines: News Update

1. For more information and an activity on the recent Nobel Prize for medicine, visit the following CNNfyi.com site: http://fyi.cnn.com/2001/fyi/news/10/08/nobel.prize/index.html.

Special Series: Hispanic Power: Mexico Reacts

1. What is the Mexican government's official position on the U.S.-led military action in Afghanistan? Why do you think Mexico has agreed to help the U.S. in its war on terrorism? How does Mexico plan to help the U.S. in its new war? Describe the current relationship between the U.S. and Mexico. What evidence suggests that these two nations have become increasingly dependent on each other? Do you think the war against terrorism will impact relations between the U.S. and Mexico? Discuss.

LINKS:
http://cnn.com/2001/US/09/29/gen.terror.mexico/index.html

Special Series: Hispanic Power: Mexico's Workers

1. Why is the town of Villa Juarez, Mexico, nearly deserted? Why do only the very young and the very old remain there? Where has everyone else gone? Why do many adults from Villa Juarez head for the United States?

2. What kinds of jobs exist in Villa Juarez? How many people work at the garment factory? What do they earn? What kind of business does Sofia Izaguirre own? Does this shop enable her to support her family? Where does her family get the money it needs to survive? What "price" does her family pay for this income? Why does it appear that her daughters will follow in their father's footsteps?

3. Although many of the town's workers go to the U.S. for jobs, where do they spend most of their money? Why have Marisol Luna and her family returned to Mexico? What is a Quinsenera? How much has Marisol's father spent on this celebration? How did he earn this money? Where does he work?

4. What percentage of the money spent in Villa Juarez comes directly from former residents working in the U.S.? How does this infusion of cash help the economies of towns like Villa Juarez? Why do many of these workers return to Mexico to live? What do you think of the lifestyles of these families? Could you leave your family and friends for the chance to improve their lives via economic opportunities in another country? Explain. What do these families sacrifice in the name of economic opportunity?

5. What do your students know about their neighbor to the South? Direct students, working in groups, to research the government, history, culture and economy of Mexico. Have each group offer a presentation of its findings, in the form of either a written report, a multimedia presentation, or a Web site.

6. By some estimates, there are more than three million illegal Mexican immigrants in the U.S. Calling these workers "critically important to the American economy," Texas Senator Phil Gramm has

proposed a program that would turn undocumented workers from Mexico into legal "guest workers." President George W. Bush has discussed a similar plan with his Mexican counterpart, Vicente Fox. Opponents argue that any amnesty arrangement would reward illegal behavior and encourage more of the same. What do your students think of this idea? Have them research the pros and cons of amnesty for illegal Mexican immigrants, and share their findings. Then direct each student to prepare and videotape a 2-3 minute television editorial outlining his/her position on the issue.

7. Teachers: For additional educational material related to HISPANIC POWER: BEYOND THE NUMBERS, please go to:
http://fyi.cnn.com/fyi/interactive/specials/hispanic/index.html

LINKS:
http://www.portraitofamerica.com/html/poll-1213.html
http://odin.prohosting.com/~lamigra/NEWS/traitorgrammbracero010202.html
http://www.latimes.com/news/nationworld/world/la-082001jobs.story
http://www.farmworkers.org/Welcome.html
http://www.emulateme.com/content/mexico.htm
http://environment.about.com/library/weekly/blte7.htm
http://www.latin-focus.com/countries/mexico/mexico.htm

EDITOR'S NOTE:
Pakistan
Northern Alliance
Palestinian Authority
Hamas
Tom Ridge
Director of Homeland Security
Mexico
war against terrorism

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CNN NEWSROOM Guide

October 10, 2001

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:20... 00:20

SPECIAL REPORT ... 00:30...00:50

Anthrax ... 12:10...13:00
-Two cases of anthrax have been reported in Florida.
-What is anthrax?
-Can U.S. citizens protect themselves from contracting anthrax?
-The biotech industry steps up its efforts in the defense against bioterrorism.

America Strikes Back ... 04:10...17:10
-U.S. officials report that the nation's strikes against Afghanistan have been successful.
-The U.S. military sends radios into Afghanistan.

Special Series ... 10:05...27:15
-Many Hispanic Americans are turning to Spanish-language media for their news.
-Spanish is changing the sights and sounds of Los Angeles.

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Anthrax

1. What is anthrax? Why has anthrax become a current issue? What is being done to address the recent anthrax outbreak in West Palm Beach, Florida? According to health officials, should the people of Florida be concerned about contracting anthrax? Why or why not? How should Florida residents respond to the recent anthrax outbreak?

2. How is anthrax transmitted? What are the symptoms of anthrax? Is there a way to prevent infection? Is there a treatment for anthrax? Explain. Who produces the anthrax vaccine? Who owns all the stockpile of anthrax vaccine? When did the U.S. military first use the anthrax vaccine? What is the status of the U.S.'s pharmaceutical stockpile? Why are U.S. citizens unable to get the anthrax vaccine? What is Ciprofloxacin? Why do you think federal officials are urging Americans not to hoard drugs like Ciprofloxacin?

3. Are you worried about contracting anthrax? Refer students to the links below to learn more about anthrax and the anthrax vaccine. Pose the following questions to guide students' research:
   - What is the protocol for anthrax vaccination?
   - Are there adverse reactions to the anthrax vaccine?
   - Why is the U.S. Department of Defense requiring men and women in the Armed Services to be vaccinated against anthrax?

   After students share their findings, have them discuss whether or not they think U.S. civilians should be vaccinated for anthrax.

4. What is bioterrorism? How is the biotech industry responding to the increased threat of biological and chemical terrorism? What bioterrorism defense projects are in the works? How much money is the U.S. government planning to allocate for antiterrorism? How will this money be spent? How will increased demand for bioterrorism defense change the dynamics of the biotech industry?

5. How concerned are you that a biological or chemical attack might occur in the U.S.? Discuss. Have you or others you know taken measures to protect yourselves against such an attack? If so, explain the measures.

6. Have students use print and online resources, including the Web sites below, to learn more about biological agents, biological diseases, and chemical agents. Group students and have groups prepare presentations about the symptoms and treatments for these agents and diseases. Ask students to identify what, if anything, can be done to prevent and control the spread of these agents and diseases.

LINKS:

http://www.cdc.gov/ncidod/dbmd/diseaseinfo/anthrax_g.htm
http://www.anthrax.osd.mil/HTML_interface/default.html
http://www.cdc.gov/nceh/nps/default.htm
http://www.cnn.com/interactive/us/0109/biochem.terrorism/frameset.exclude.html
http://www.bt.cdc.gov/Agent/Agentlist.asp
http://www.cdc.gov/ncidod/EID/vol5no4/pavlin.htm
http://www.ndpo.gov/
http://www.cipro.com/

America Strikes Back

1. What is the status of Operation Enduring Freedom? What areas in Afghanistan have been the targets of U.S. strikes? Why were these targets strategically significant? What do the satellite photos featured in the video reveal about the impact and success of the U.S. attacks so far?

2. What types of communication devices is the U.S. sending to Afghanistan? Why are these devices valuable weapons? When did the U.S. begin sending radios to other nations as part of a military campaign?

3. Have your class discuss the meaning of the following quote from the video: "Radios can be a more potent weapon than rockets, when the objective is the hearts and minds of a people." After the discussion, ask students: Based on what you know, what information do you think the U.S. should disseminate to Afghan citizens via radio? Direct students to write down their messages and share them with the class.

LINKS:
http://www.cnn.com/SPECIALS/2001/trade.center/
http://www.voa.gov/

Special Series: Hispanic Power: Spanish in L.A.

1. From what networks do Spanish-speakers in the U.S. get their news? How is the coverage of the U.S. strikes against Afghanistan by these networks unique? How popular is Spanish-language media in the U.S.? To what extent do you think Spanish-language media in the U.S. impacts the cultural assimilation of Hispanics into American culture? Discuss.

2. Where is the largest Hispanic concentration in the U.S.? Approximately how many Latinos live in Los Angeles? How has the Latin population changed the look and sound of the city?

3. Who is Renan Almendarez Coello? What is his nickname? What is his native country? For how long has he been on the air in the U.S.? How does the size of his audience compare to that of L.A.'s top English-language station? Why is Almendarez's audience so much larger? Why does Almendarez think Americans should "get used" to the sound of Spanish?

4. What is U.S. English? Who heads this organization? Why does he believe that English should be mandated as the official language of the U.S. by law? How does language divide L.A.? Does language divide your community, or give it a sense of identity? Do you agree or disagree with the aim of U.S. English? Explain.

5. Where does Olivia Marroquin Galeno live? What kind of business does she operate? Does she speak English? Has she ever tried to learn English? What prevented her from learning English? What is an enclave? According to experts, are immigrants who live in linguistic enclaves likely to assimilate into American culture? Explain. What is different about today's Spanish-speaking enclaves? Why?

6. What kinds of Spanish-speaking businesses are thriving in Los Angeles? Are all the Spanish-speaking businesses thriving? Explain. According to the video, is it likely that Spanish will ever challenge the importance of English in the U.S.? Explain. Why are so many Spanish-speaking immigrants interested in learning English? When do they typically resort to speaking Spanish? According to Gregory Rodriguez of the New America Foundation, what is the "myth" about immigrants and American culture? Do you agree or disagree with him? Explain.

7. The English language relies on words from many other languages to express thoughts and actions. Challenge your students to identify as many commonly-used English words and expressions as they can that English "borrows" from other languages. Some examples to consider are: coup, ballet, foyer, and inferno. Direct students to research the origins of these words and the languages that have "loaned" them to English. Have each student present his/her list to the class. Point out that, in the video, Gregory Rodriguez speaks of the influence of Spanish on the English language in the U.S. In class discussion, have students speculate about Spanish words and phrases that may one day be part of

everyday English.

8. Teachers: For additional material related to HISPANIC POWER: BEYOND THE NUMBERS, please go to:
http://fyi.cnn.com/fyi/interactive/specials/hispanic/index.html

LINKS:
http://www.us-english.org/
http://latinoculture.about.com/cs/englishonly/index.htm
http://www.hispanicvista.com/html/010903bnat.htm
http://www.nclr.org/
http://latinoculture.miningco.com/
http://www.getnet.net/~1stbooks/
http://www.si.edu/resource/faq/nmah/latino.htm
http://cnnenespanol.com/

EDITOR'S NOTE:
anthrax
bioterrorism
biotechnology
pharmaceutical stockpile
satellite photos
Spanish-language media
Los Angeles
English language

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CNN NEWSROOM Guide

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:20... 00:20

SPECIAL REPORT ... 00:30...00:50

America Strikes Back ... 03:25...04:15
-The U.S. continues its attack on Afghanistan.
-What is the next step in the U.S. military campaign against terrorism?

Air Drops ... 02:10...06:25
International aid agencies question the U.S.'s humanitarian airdrops in Afghanistan.

Ask CNN ... 01:05...07:30
Is Afghanistan an Asian or a Middle Eastern nation?

Islamic Conference ... 02:40...10:10
Ministers of the Organization of the Islamic Conference seek a united stance on terrorism.

Arab Secret ... 02:50...13:00
Many Arabs harbor resentment toward the U.S.

In the Headlines ... 00:40...13:40
-Attendance is climbing again at the Smithsonian Institution.
-Chemical reaction researchers win the Nobel Prize for chemistry.

Web Site Information ... 00:45...14:25
Information on the CNN NEWSROOM Daily Classroom Guide

Politics: What's Next? ... 05:05...19:30
-The events of September 11th have changed America's political climate.
-Where's the vice president?

Special Series ... 07:00...26:30
-Politics take center stage again in New York City.
-Hispanic voters and candidates make their impact on America's political system.

CNN NEWSROOM CLOSE ... 01:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

America Strikes Back

1. What name is at the top of the U.S. government's new list of most wanted terrorists? What is the current status of U.S. troop movement in the U.S.-led attack against Afghanistan? What are the differences between air operations, covert operations and paramilitary operations? Why are these three types of military operations necessary for the U.S. to win its war against terrorism? What role might U.S. ground troops play in this conflict? How would the introduction of ground troops change the emphasis of this military operation?

2. What was the first phase of the U.S. military campaign against the al Qaeda network and Osama bin Laden? What did the U.S. accomplish during this phase? Why was the training camp worth destroying? Why have special operations troops been deployed in Uzbekistan? What is the next phase of the U.S. military campaign?

3. In the video, we learn that the Pentagon is not revealing the details of its future military operations in Afghanistan. Why do you think this is so? Do you think U.S. citizens have a right to know this information? Why or why not? How much information regarding the military campaign do you think the U.S. public should know? When, if ever, should the dissemination of public information be compromised to protect national security? Discuss.

LINKS:
http://fyi.cnn.com/SPECIALS/2001/trade.center/
http://fyi.cnn.com/2001/ALLPOLITICS/10/10/inv.most.wanted/index.html
http://fyi.cnn.com/2001/US/10/10/gen.attack.on.terror/index.html
http://fyi.cnn.com/interactive/us/0109/forces/frameset.exclude.html

Air Drops

1. What type of humanitarian aid is the U.S. delivering by airdrops into Afghanistan? How much food has been delivered so far? Why do some international humanitarian agencies criticize these U.S. airdrops? According to U.S. military officials, why are these airdrops taking place? What are the benefits and drawbacks of the airdrops for Afghan citizens and the U.S. military? Have students consider both the political and humanitarian implications. Do you think the U.S. should continue the airdrops? Why or why not?

2. Inform students that according to a CNN.com report, "Years of conflict, severe drought, human rights abuses and significant population movements within Afghanistan have left more than seven million civilians, mostly women and children, with a fragile grip on survival. Already 3.8. million Afghans rely on food aid and nearly 20 percent of those in need are children under the age of five." Refer

students to the links below to learn about the history and current status of the humanitarian crisis occurring in Afghanistan. Pose the following questions to guide students' research:

- How has Afghanistan's humanitarian crisis affected Pakistan and Iran?
- What assistance has the international community provided to Afghan citizens and refugees?
- How is the war on terrorism affecting Afghanistan's humanitarian crisis?

After students share their findings, ask: Why do you think allied nations are providing humanitarian aid, in addition to taking military and diplomatic action, in the war against terrorism? Do agree with this strategy? Discuss.

LINKS:
http://cnn.com/2001/WORLD/europe/10/09/gen.aid.agencies/index.html
http://fyi.cnn.com/SPECIALS/2001/afghan.crisis/index.html

Islamic Conference

1. Why did members of the Organization of the Islamic Conference (OIC) recently convene an emergency session? In your opinion, why is it important that OIC member nations establish a united stance on terrorism? Why is this task politically challenging? What stance has the OIC decided to take? Why do you think they chose this position? Discuss.

2. What is Palestinian Leader Yasser Arafat's position on the September 11th attacks? Point out that, during the conference, Arafat repeatedly referred to the attacks in the U.S. as "blind terrorism." He further stated that "blind terrorism is not justified because it targets the holy right of man to life without being a part in any political conflict." What does Arafat mean? Discuss how blind terrorism differs from other forms of violence. How do the September 11th attacks compare to the violence that is taking place between Israelis and Palestinians? Do you agree with Arafat's position on terrorism? Why or why not?

3. What is the OIC? Inform students that "the OIC is an international organization grouping fifty-six States which have decided to pool their resources together, combine their efforts and speak with one voice to safeguard the interests and secure the progress and well-being of their peoples and of all Muslims in the world." Refer students to the links below to learn more about the OIC and its member nations. Assign each student an OIC country from the third Web site below. Instruct each student to prepare a profile of the nation, including the nation's history, government, economy, culture and religious composition. To what extent does religion influence the country's culture? Have students present their findings and identify the similarities and differences among these nations. Next, inform students that these nations have often been referred to as "the Arab World." Then ask: Do you think this is an accurate label? Discuss.

LINKS:
http://www.oic-un.org/home.htm
http://www.oic-un.org/home/news.htm
http://www.oic-un.org/about/members.htm
http://cnn.com/2001/COMMUNITY/10/10/volker/index.html
http://fyi.cnn.com/2001/WORLD/meast/10/10/gen.qatar.arafat/index.html

Arab Secret

1. Why were students at Cairo University demonstrating? What is the position of many Arab regimes regarding the Taliban and Osama bin Laden? Why do many Arabs harbor resentment and rage toward

the U.S.? Why do you think the U.S. strikes against Afghanistan have intensified these feelings? How does bin Laden benefit by supporting the Palestinian cause?

2. Which Arab nation has been the strongest supporter of America's military action in Afghanistan? In the video, Egyptian President Hosni Mubarak states that the America's involvement in Middle East problems is one of the reasons that terrorism against the U.S. occurs. What does Mubarak mean? Discuss.

3. Refer students to the links below and other resources to create a timeline of the Israeli-Palestinian conflict. Then, instruct each student to select an event from the timeline (such as the 1967 War, or the emergence of Yasser Arafat) and write an in-depth analysis of the event. Ask each student to identify the U.S.'s role in the event, and how the event impacted other Arab nations. After students share their papers, ask: To what extent did these events fuel the resentment and anger that many Arabs feel toward the U.S.? Do you think these feelings are justified? Discuss.

LINKS:
http://fyi.cnn.com/2001/WORLD/asiapcf/south/10/10/ret.asia.protest/index.html
http://fyi.cnn.com/SPECIALS/2001/mideast/
http://www.time.com/time/europe/timetrails/israel/index.html
http://www.emulateme.com/westbank.htm
http://www.arab.net/
http://www.usembassy-israel.org.il/publish/peace/peace1.htm
http://www.israel-mfa.gov.il/mfa/home.asp

Politics: What's Next?

1. Which U.S. political party seemed to have the political advantage before September 11th? How did the Democrats have President Bush "cornered"? How did last month's terrorist attacks affect the tone of politics in Washington? What is bipartisanship? Use some examples from the video to help you explain what this term means to your students.

2. What is the new national agenda? What issues seem to have taken a back seat to terrorism and the economy? How has this shift in priorities caused a shift in political advantage? What is an incumbent? Why do incumbents often benefit in a time of crisis?

3. How have the terrorist attacks impacted the Bush presidency? Do popular presidents fighting popular wars always reap political benefits as a result? Explain. How might a recession impact the presidency of George W. Bush? How has it affected other recent presidents? What two political advantages does George W. Bush have that his father did not?

4. Where is Vice President Dick Cheney? Why is he being kept in seclusion? How is he still participating in government business? Where was Mr. Cheney when the terrorist attacks took place? What was his role at that point in time? What happened once President Bush returned to Washington? Who made the decision to send Mr. Cheney into seclusion? When is he likely to return to his normal routine?

5. What does the seclusion of the vice president tell you about the kinds of security precautions the U.S. government is taking? Do you think it is important for the vice president to be in a secure location (out of public view), or should he be more in the public eye? State your rationale.

6. Do voter sentiments in your community reflect the new national agenda? Ask students to conduct an informal survey of voting age adults they know. Have students ask the voters to list what they perceive as the top three issues facing the U.S. Have students collate and share their responses. Is "fighting (or preventing) terrorism" one of the top three responses? Discuss how this crisis has promoted political unity in the U.S. among elected officials and the people they represent.

LINKS:
http://www.cnn.com/ALLPOLITICS/
http://www.cnn.com/2001/ALLPOLITICS/10/06/ret.dem.radio/index.html
http://www.cnn.com/2001/US/10/07/ret.congress.reacts/index.html
http://www.whitehouse.gov/vicepresident/
http://www.treas.gov/usss/

Special Series: Hispanic Power: Hispanic Politics

1. What political race is taking place in New York City? Why is this race unique? What challenges do you think the new mayor of New York City will encounter? Who is Fernando Ferrer? Why would a win for Ferrer be historically and politically significant?

2. Why do some people want Mayor Giuliani to extend his current term? Why can't Mayor Rudolph Giuliani run for another term? In your opinion, what are the pros and cons of term limits? Do you think Giuliani's term should be extended? Discuss.

3. Who is Orlando Sanchez? How is he hoping to make history? What is his ethnic and political background? What segment of Houston's Hispanic community usually dominates the city's politics? With which political party do Houston's Mexican Americans tend to affiliate? What could Sanchez's performance in the upcoming election indicate about "what's more compelling" to Hispanic voters?

4. According to Richard Murray, why is the Hispanic community in the U.S. less cohesive than the African-American community? What is Orlando Sanchez trying to do to demonstrate his cohesiveness with the Mexican-American community? Who are Sanchez's opponents in the race for mayor? Why does Sanchez's candidacy have the incumbent, Mayor Lee Brown, on the defensive? Why do you think both candidates prefer to talk about issues instead of race? Do you think this is a good strategy? Why or why not?

5. What percentage of voters in Houston's last mayoral election was Hispanic? In spite of this low number, why is it important for the candidates to mobilize the Hispanic vote? What is a "voter coalition"? Why do you think Sanchez needs a coalition of Anglo, Hispanic, and African-American voters to win? Even if he doesn't win, why does Sanchez consider his candidacy "part of a larger victory"?

6. What contributions have Hispanic and Latino leaders made to the American political system? Have students work in groups to identify and profile local, state, and national Hispanic and Latino leaders. Direct groups to select 2-3 of these leaders, conduct further research on these individuals, and create an informational poster about each one. Have groups present their work, and discuss each of these leaders' contributions, as well as the challenges they have had to confront. Display the posters in the classroom in celebration of Hispanic Heritage Month.

7. Ask students to consider whether they think Hispanic voters are more motivated by "ethnicity or politics," as cited in the video. After brief discussion, divide the class into small groups. Direct each

group to conduct research to learn more about the issues that unite and divide Hispanic voters. Have each group present its findings. Ask students: Do you think Hispanic voters should be referred to as a "voting bloc"? If a candidate wants to capture the largest number of Hispanic votes, are there any issues on which he/she should focus? If so, what positions should the candidate take on these issues? Pose the "ethnicity versus politics" question again to students: After their research and discussion, which do they think is more likely to drive Hispanic voters? Why? Discuss.

8. Introduce your students to the term "demographics." If necessary, have students locate and share definitions of this term. Then ask students to consider why data on voter demographics is valuable to political candidates and parties. Assist your students in conducting a demographic study of voters in your community. Students should contact the local Registrar of Voters, and consult recent population data compiled by business and civic groups. Students will want to focus on information about local voters by age, ethnic group, gender, etc. Discuss student findings. Ask students to consider how they would use this information if they were running for local office.

EXTENSION: Teachers: For additional material related to HISPANIC POWER: BEYOND THE NUMBERS, please go to:
http://fyi.cnn.com/fyi/interactive/specials/hispanic/index.html

LINKS:
http://www.politicomagazine.com/
http://www.americansc.org.uk/garcia.htm
http://www.hermana.org/
http://www.lulac.org/
http://www.hispanictrends.com/
http://www.latnn.com/camp2000/statereps.htm

EDITOR'S NOTE:
Afghanistan
military operation
humanitarian aid
airdrops
Organization of the Islamic Conference
terrorism
Israeli-Palestinian conflict
Osama bin Laden

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CNN NEWSROOM Guide

October 12, 2001

Teachers: Welcome to a Special Edition of CNN NEWSROOM, "America's New War." For a comprehensive list of links to CNN NEWSROOM guides and CNNfyi.com educational materials on this topic, please go to: http://turnerlearning.com/newsroom/specials.html.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

America Strikes Back ... 07:15...07:55
-President Bush says the U.S. is making substantial progress in the war against terrorism.
-Bush expresses concerns about the release of classified information.

Serving The Nation ... 06:40...14:35
-Being an aircraft launch and recovery specialist is dangerous work.
-ROTC students share their views on the war against terrorism.
-Many U.S. military reservists are being called to active duty.

High School Roundtable ... 03:05...17:40
Students share their views on the terrorist attacks and the military response.

One Month Later ... 04:10...21:50
The war on terrorism continues to dominate news coverage in the U.S.

Web Site Information ... 00:45...22:35
Information on the CNN NEWSROOM Daily Classroom Guide

Student Bureau ... 04:20...26:55
-Hispanic students cultivate leadership skills at a unique institute.
-Atlanta students build houses in Tecate, Mexico.

CNN NEWSROOM CLOSE ... 01:05... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

America Strikes Back

1. According to President George W. Bush, what progress is America making in the war against terrorism? What are the strategic components of this U.S.-led military campaign? What actions have allied forces taken so far?

2. What classified information did the Washington Post recently disclose? How did President George W. Bush respond to this disclosure? Why has Mr. Bush's reaction upset some people? Do you support Bush's action? Why or why not? Why is Bush also concerned about the release of videotaped statements from Osama bin Laden and other leaders of his al Qaeda terrorist network? Do you think Bush's concerns are warranted? Explain.

3. Why do you think the Qatar-based Arab news agency Al-Jazeera plans to continue broadcasting bin Laden's messages? How do you think network executives in the U.S. and other countries should handle this issue? Discuss. Have students read the text of the First Amendment and discuss what they believe the Framers of the Constitution meant when they crafted this amendment. Then ask: How much information about the U.S.-led military campaign do you think the U.S. public should know?

4. When, if ever, should the dissemination of public information be compromised to protect national security? Discuss. Help students to identify times in U.S. history when the freedom of speech and national security have clashed during times of war. Write students' responses on the board. Then, have each student conduct research to learn more about one of the examples listed, and write a report of his/her findings. Have students present their reports and discuss whether government censorship was warranted in these situations.

LINKS:
http://www.cnn.com/2001/US/10/11/gen.attack.on.terror/index.html
http://cnn.com/2001/US/10/10/ret.bush.media/index.html
http://news.excite.com/news/r/011011/04/television-aljazeera
http://www.law.cornell.edu/constitution/constitution.billofrights.html

Serving The Nation

1. What are the responsibilities of a launch and rescue crew on an aircraft carrier? Why is this position considered very dangerous? Does this type of work appeal to you? Why or why not?

2. What is ROTC? Why did the cadets featured in the video join ROTC? What skills and training are these cadets receiving through ROTC? What do you think are the qualities of a good leader? Give examples. Do you think someone can be a "born leader"? Can the skills that ROTC cadets learn be useful in other areas of life? Explain.

3. If any of your students have participated in Junior ROTC, have them share their experiences and opinions about the program. Refer students to the second link below to learn more about ROTC. After students share their findings, ask: If you are planning to go to college, would you consider joining ROTC? Why or why not?

4. Who is Tom Smedly? What will his role be in the U.S.-led war against terrorism? How do Smedly's students feel about his job as a military reservist and his ability to lead other? What do Smedly and his

students think the U.S. should do in response to the September 11th attacks? Do you share their views? Discuss.

5. If you have students whose parents serve in the military reserves, ask them to describe the pros and cons of growing up as a child of a reservist. What types of sacrifices and adjustments do military reservists and their families make when they are called to serve their nation? If any of your students' parents are reservists serving in the military, allow these students to express their thoughts and feelings about the situation. Ask: What can the community do to help during this difficult time?

6. Refer students to the last six links below to learn more about the job specializations and career opportunities available in different branches of the U.S. military. Instruct students to identify how military jobs and career opportunities have changed over time. Then, as a class, discuss the following questions: Why do you think military jobs have become so specialized? Which of these specializations are currently in demand? What are the pros and cons of being specialized, in terms of career advancement? What are the benefits and drawbacks of having a military career versus a civilian career? Would you consider joining the military after high school? Why or why not?

LINKS:
http://www.todaysmilitary.com/chart_mil_rotc.html
http://www.bls.gov/soc/soc_w3b2.htm
http://www.militaryinfo.com/careers/rotc_reserves.htm
http://www.af.mil/
http://www.army.mil/
http://www.navy.mil/
http://www.usmc.mil/

High School Roundtable

1. What was the purpose of the forum led by Congressman Johnny Isakson? Who participated in the forum? What questions and issues did the students raise during the discussion?

2. Hold an open discussion about the ideas and opinions expressed by the young people interviewed in the video segment. Allow your students ample opportunity to express their own ideas and points of view regarding the terrorist attacks and the U.S. response to these attacks. Following the discussion, ask students: What issues do you think U.S. government leaders should be focusing on at this time? List students' responses on the board. Next, have students conduct research to learn more about these issues. Then, invite your local congressional representative to speak to your class about these issues. If the congressperson is unable to attend, have students write letters to their representative in which they outline their questions and concerns.

LINKS:
http://www.congress.org/
http://www.cnn.com/SPECIALS/2001/trade.center/

One Month Later

1. What did Americans do yesterday to recognize the one-month anniversary of the September 11th attacks? What news events might Americans have missed during the last month as a result of the media's constant coverage of the U.S.-led war on terrorism? To what extent have you been following the news of the terrorist attacks and the attacks against Afghanistan? Do you think U.S. news

organizations should continue to provide ongoing coverage of these events? Discuss.

2. Why do you think U.S. media continues to focus on the war against terrorism? Is their decision to focus on the war fueled by public interest or other factors? Discuss. Does the war on terrorism dominate news media in other countries? Refer students to the links below, and other Web sites, to survey the news stories that are being covered by international online news sites. What stories are the online publications covering? If they are focusing on the war on terrorism, why? If not, what other news events are they covering? Discuss.

LINKS:
http://www.cnn.com/
http://www.bbc.co.uk/
http://www.itar-tass.com/
http://www.kidon.com/media-link/index.shtml

Student Bureau: Hispanic Power: Beyond the Numbers

1. What is the purpose of the Lorenzo de Zavala Youth Legislative Session? Who sponsors this program? How do students who attend the LDZ learn about the legislative process? How has the experience affected Omar Romero and Tony Contreras?

2. Who is Ernesto Nieto? How does he want these future Hispanic leaders to continue their training experience? How are Omar and Tony already exhibiting their leadership talents?

3. Why did the Georgia high school students and their adult advisers travel to Tecate, Mexico? How long were they there? How many houses did they build? What were some of the difficulties they faced? How did the students feel when their job was finished? Why do you think many of the students want to go back to Tecate?

4. Gloria de Leon, the executive vice president of the National Hispanic Institute, calls the Lorenzo de Zavala Youth Legislative Session a "life-changing experience." At the end of the story about Tecate, we hear the reporter say that "the experience will last a lifetime." Solicit student reactions to what they have seen in these two segments. Have they ever participated in activities that could promote the quality of life for themselves or others? Challenge each student to write a journal entry describing one thing that he/she has done recently to make the world a better place. Encourage your students who are interested to investigate leadership seminars and community service programs for young people.

5. Teachers: For additional material related to HISPANIC POWER: BEYOND THE NUMBERS, please go to:
http://fyi.cnn.com/fyi/interactive/specials/hispanic/index.html

LINKS:
http://www.nhi-net.org/home/default.asp
http://www.nhi-net.org/Programs/LDZ_intro.asp

EDITOR'S NOTE:
war against terrorism
censorship
First Amendment

launch and recovery specialist
ROTC
military reservist
National Hispanic Institute
Tecate, Mexico

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CNN NEWSROOM Guide

October 15, 2001

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 01:30...01:40

Anthrax Investigation ... 01:40...03:20
-Talk of bioterrorism has Americans on edge.
-CNN medical correspondent Dr. Sanjay Gupta explains the facts behind anthrax.

Target: Terrorism ... 02:30...05:50
The White House tries to balance fact with reassurance.

Ask CNN: Terrorists in the U.S. ... 01:00...06:50
Why are people on FBI watch lists allowed into the U.S.?

Taliban Claims ... 03:10...10:00
Taliban leaders escort journalists to alleged attack sites.

Behind the Headlines: The Taliban ... 02:50...12:50
How did the Taliban come to power?

Web Site Information ... 00:45...13:35
Information on the CNN NEWSROOM Daily Classroom Guide

Muslim Anger ... 03:05...16:40
South Africa's Muslims bear deep anger against the U.S.

Struggle for Islam ... 11:00...27:40
Militant Muslims use their own interpretation of Islam for political gain.

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Anthrax Investigation

1. What is bioterrorism? Why are many Americans concerned about the possibility of bioterrorism? In what U.S. cities are individuals being tested for exposure to anthrax? Are these anthrax attacks linked to the September 11th attacks? Explain.

2. What are the three ways by which humans can be infected with anthrax? Is anthrax contagious among humans? What is cutaneous anthrax? How might one contract cutaneous anthrax? What is the incubation period for this disease? What symptoms first develop? What happens if this disease is left untreated? Are there any treatments for cutaneous anthrax? Explain.

3. Why do you think a terrorist would resort to disease as a weapon? How does anthrax, and the fear associated with it, carry both medical and psychological consequences? In the current issue of Time magazine online, writer Nancy Gibbs talks about the fear that is gripping many in the country over bioterrorism. She says that "...fear is bacterial as well. It can spread in the air and over wires, infect the marketplace, lay waste to whole industries and leave its victims at home in bed with the covers pulled up." What do you think this means? Do you agree that fear is "bacterial"? Explain.

4. Ask students: Are you living in fear of anthrax? What facts do you know about anthrax? Have students work in groups to learn more about the disease, including what can be done to prevent and treat infection. Have groups share their findings. Compose a class resource on the facts surrounding anthrax and make copies of it available to other classes.

   Teachers: Your students can learn more about the science behind anthrax by consulting Harcourt's Academic Press Dictionary of Science and Technology: http://www.harcourt.com/dictionary/.

LINKS:
http://fyi.cnn.com/2001/HEALTH/conditions/10/14/anthrax/index.html
http://fyi.cnn.com/2001/HEALTH/conditions/10/12/anthrax.qanda/index.html
http://www.time.com/time/magazine/article/0,9171,1101011022-179469,00.html

Target: Terrorism

1. What is the Taliban now offering in response to the U.S. attacks on Afghanistan? How did President George W. Bush respond to the Taliban's offer? What is Attorney General John Ashcroft's office doing to prevent possible terrorist attacks in the U.S.? Why are some lawmakers concerned about the federal government's bioterrorism preparedness?

2. Why are some critical of Health and Human Services Secretary Tommy Thompson's assessment of bioterrorism? How has Secretary Thompson responded to these critics? In what way is the White House engaged in an informational "balancing act"? To what extent do you think the federal government should publicize its knowledge or suspicion of possible bioterrorism? Why? Discuss.

3. Point out to students that, in an interview this weekend, Attorney General Ashcroft talked about ways

citizens can balance a state of vigilance and high alert with normal behavior. He explained that the government wants Americans to be in a state of "preparedness," not "panic or paralysis." Ask students how they think this objective could be achieved.

1. Divide the class into small groups.
2. Have each group write a script for a one minute public service announcement by a respected leader in which he/she explains what the American people should be doing to prepare, versus panic or paralysis.
3. Have each group appoint one spokesperson to deliver its PSA.

Did any of the PSAs present any statements that students have not yet heard from the federal government? If so, discuss what students think federal officials should be telling Americans.

LINKS:
http://fyi.cnn.com/2001/US/10/14/inv.ashcroft/index.html

Taliban Claims

1. Under what conditions did Taliban leaders allow international journalists back into Afghanistan? Why do you think Taliban leaders want the world to see these specific sites? What did the journalists actually see? How does this trip illustrate what the Taliban are learning about the role of propaganda in modern warfare?

2. What is meant by the term "free press"? Is there a free press in Afghanistan? What evidence from the video supports your answer? Do you think international journalists should cover the Taliban's tours of alleged attack sites? Why or why not?

LINKS:
http://fyi.cnn.com/2001/US/10/14/gen.attack.on.terror/index.html
http://fyi.cnn.com/2001/WORLD/asiapcf/central/10/14/ret.robertson.otsc/

Behind the Headlines: The Taliban

1. What was the Cold War? In what way did-Afghanistan represent "one of the hottest periods of the Cold War"? On whose side did Osama bin Laden fight? Which superpower supported this side? What happened once the Soviet Union pulled out of Afghanistan? Why do you think some Afghans called this "the great American betrayal"?

2. What was the original purpose of the Taliban? What does the name "Taliban" mean? Why did Pakistan's leaders once support the Taliban? How did this support give the Taliban a crucial edge? Which opposition group has presented the greatest challenge to the Taliban? Who was assassinated on the Sunday before the September 11th attacks? How have the U.S. strikes on Afghanistan affected the Northern Alliance?

3. Teachers: Visit this site for a CNNfyi.com backgrounder on Afghanistan, Pakistan and Osama bin Laden:
http://fyi.cnn.com/2001/fyi/news/09/20/
backgrounder.afghanistan/index.html.

LINKS:
http://www.afghan-web.com/facts.html
http://www.usip.org/oc/sr/sr_afghan.html

http://www.hrw.org/backgrounder/asia/afghanistan/afghbk.htm

Muslim Anger

1. Locate South Africa on a world map. Why are the country's Muslims angry with the United States? How do they view the U.S. fight against terrorism? Why is one man in the video recruiting volunteers against the U.S.? How many recruits does he claim have signed up to fight? Do you think this illustrates the feelings of most of the Islamic community in South Africa? Why or why not?

2. According to one Muslim leader in the video, what will happen if Osama bin Laden is killed? How do most of South Africa's Muslims view the attacks of September 11th? Why won't they condemn Osama bin Laden for these attacks? Do you think the U.S. should make all of its evidence against bin Laden public? Why or why not?

LINKS:
http://www.naqshbandi-sa.org/islamsa/islamsa.htm
http://news.bbc.co.uk/hi/english/world/africa/newsid_249000/249033.stm

Struggle for Islam

1. What is the origin and meaning of the term "jihad"? According to the Koran, when is war permissible? How are Muslim militants interpreting Islam and the Koran to justify their terrorist acts?

2. What is oppression? Why do many Muslims feel oppressed? To what extent do you think feeling oppressed contributes to the desire of militant Muslims to make Islam "triumph over all religions"?

3. What is a "madrasa"? How many madrasas exist and where can they be found? What values and beliefs are promulgated by these religious schools? In the video, CNN's Christiane Amanpour states that madrasa students learn a "very rigid view of the world." What do you think Amanpour means? How do the values and beliefs that are taught at the madrasas differ from the values and beliefs that are taught at your school?

4. Why do many Muslims throughout the world feel that Islam is "under siege"? What is anti-Semitism? When did anti-Semitism first appear among Muslims? What factors are causing many Muslims to feel increasingly resentful and angry toward Jewish people, the United States and other Western nations?

5. Ask your students to share what they know about the Islamic faith and culture. Make a list of your students' responses. Refer students to the links below, and other resources, to learn more about the history and beliefs of Islam and the Muslim culture. Have students identify the differences between Islamics and Islamic extremists. After students share their findings, point out that some scholars have said that Islamic extremists are to Islam as the Ku Klux Klan is to Christianity. Have students examine these parallels in class discussion.

6. What are some of the political and ideological differences between Western and Islamic cultures? What historical events helped galvanize the current Muslim fundamentalist movement? Refer students to the video and other resources to create a timeline of these events, beginning with the formation of the state of Israel. Then, instruct each student to research one of the events and write a newspaper article describing the event and its political significance from the perspective of either a Western or Muslim journalist. After students share their articles, ask: How do you think the U.S.-led war on terrorism will impact the Muslim fundamentalist movement? Do you think it's possible for Western

and Islamic nations to peacefully coexist? Discuss.

LINKS:
http://fyi.cnn.com/2001/fyi/news/09/28/Islam.explainer/index.html
http://www.cair-net.org/
http://www.muslimcenter.org/
http://www.kcstar.com/item/pages/home.pat,local/3accfedf.919,.html
http://www.ahram.org.eg/weekly/1998/397/re6.htm
http://www.mwlusa.org/news_afghan2.html

EDITOR'S NOTE:
cutaneous anthrax
bioterrorism
Taliban
Osama bin Laden
Muslim
Afghanistan
South Africa
Koran

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CNN NEWSROOM Guide

October 16, 2001

Teachers: Welcome to a Special Edition of CNN NEWSROOM. For a comprehensive list of links to CNN NEWSROOM guides and CNNfyi.com educational materials on the war on terrorism, please go to: http://turnerlearning.com/newsroom/specials.html.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:25...00:35

Mideast Update ... 03:00...03:35
British and Palestinian leaders meet to talk about the Middle East.

Behind the Headlines: Israeli-Arab Conflict ... 02:20...05:55
Current Mideast tensions started over 50 years ago.

Powell Pakistan Visit ... 03:00...08:55
U.S. Secretary of State Colin Powell meets with Pakistani leaders.

Isolationism or Engagement? ... 04:00...12:55
CNN's Bill Schneider examines two American "conflicting impulses" in world events.

Ask CNN: Shipping Security ... 01:00...13:55
What's being done to address security for air freight shipping?

Anthrax Investigation ... 05:45...19:40
-Anthrax reaches the U.S. Congress.
-Some authorities say Iraq is behind the bioterrorism.

Student Bureau ... 02:50...22:30
Ball State University students help victims of the September 11th attacks.

Web Site Information ... 00:45...23:15
Information on the CNN NEWSROOM Daily Classroom Guide

Evolving Exhibit ... 03:55...27:10
A unique exhibit presents visual perspectives of the September 11th attacks.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Mideast Update

1. With whom did British Prime Minister Tony Blair meet in London yesterday? Who is Yasser Arafat? What is meant by the phrase "establishment of a Palestinian state"? How does U.S. President Bush feel about this idea?

2. Where do the Palestinians currently live? How would you describe relations between the Palestinians and the Israelis who occupy Gaza and the West Bank? What is Yasser Arafat urging the Israelis to do? Under what condition will Israel return to the peace negotiations? Who is the current prime minister of Israel? Who does Prime Minister Ariel Sharon blame for most of the violence in the Middle East? Why?

3. Ask students: Why is Yasser Arafat using this appearance with Tony Blair to distance himself from Osama bin Laden? In what way does Arafat find himself "walking a tightrope"? Challenge students to think of ways to visually represent the dilemma surrounding the Palestinian leader. Have each student create an editorial cartoon that depicts Yasser Arafat's dilemma. Post the cartoons in your classroom.

LINKS:
http://www.gov.ps/
http://www.israel-mfa.gov.il/mfa/home.asp
http://www.mtholyoke.edu/acad/intrel/me.htm
http://www.ariga.com/peresonplatstate.htm

Behind the Headlines: Israeli-Arab Conflict

1. When and where was the state of Israel created? How did Arabs react to the establishment of this new country? Why? Who was James Forrestal? Why did he try to talk former U.S. President Harry Truman out of recognizing the new state of Israel?

2. Which side was victorious in the Six Day War of 1967? Why did Israel then begin to gain the support of the U.S.? What price has the U.S. paid for that support? What do most Arabs think of U.S. policy in the Middle East? Why?

3. Have students, working in groups, research the history of the Middle East since 1947. Have each group share its findings, focusing on U.S. participation in any regional conflicts and their mediation. Ask students: To what extent, if any, do you think the United States should modify its Middle East policy? Do you think U.S. support for a Palestinian state would violate its friendship with Israel? Explain. Do you support or reject the notion of a Palestinian state? Why?

LINKS:
http://www6.cnn.com/SPECIALS/1998/israel/

Powell Pakistan Visit

1. Who is Colin Powell? What is the purpose of Powell's visit to Islamabad, Pakistan? Why is this trip politically and historically significant? Why do you think it is important to the U.S. that Pakistan support the war against terrorism?

2. Who is General Pervez Musharraf? How and why is President Musharraf supporting the U.S.-led war against terrorism? Why did Powell refer to Musharraf's actions as "bold and courageous"? Have your students conduct research to learn more about the government of Pakistan and the role of military and religious forces in its political system. Share students' findings. Then ask: Who opposes Pakistani cooperation with the U.S.? Why? What could be the political consequences for President Musharraf if he continues to cooperate with the U.S.? What could happen if he does not? Discuss.

3. What two regional issues is Powell planning to discuss with Musharraf? Divide your class into two groups. Have each group conduct research to learn about either the history of the Kashmir conflict, or the history of the India-Pakistan proxy war in Afghanistan, and how this event could influence the formation of a post-Tailban Afghan government. After students share their findings, ask: Why is the situation in Kashmir and the shaping of a post-Taliban Afghan government important to the U.S. and its war against terrorism? Why are these issues politically sensitive? How should Secretary of State Powell address these issues during his meetings with the leaders of Pakistan and India?

LINKS:
http://www.cnn.com/2001/WORLD/asiapcf/south/10/15/ret.powell.pakistan/
http://www.cnn.com/2001/WORLD/asiapcf/south/09/19/pakistan.address/index.html
http://www.pak.gov.pk/
http://school.discovery.com/homeworkhelp/worldbook/atozgeography/p/410880.html
http://adaniel.tripod.com/external.htm

Isolationism or Engagement?

1. Explain the difference between "engagement" and "isolationism." Referring to what you have seen in the video, cite examples of times when the U.S. was engaged and other times when it was isolated.

2. Why do you think Bill Schneider calls the 1990s "a decade of withdrawal, a fantasy decade"? What does "complacent" mean? Why do you think Americans were wary of risk-taking in places like Somalia? What recent event has shocked Americans out of complacency? What role does Schneider believe American complacency has played in modern-day terrorism?

3. Bill Schneider comments: "The lesson is clear: It wasn't meddling in the world that got the U.S. in trouble. It was complacency." Read this statement to students and ask them to respond to it in writing. Do students agree or disagree with this analysis? Share and discuss student responses.

LINKS:
http://www.state.gov/www/policy.html
http://www.nara.gov/

Anthrax Investigation

1. Whose congressional office was the destination of a letter that tested positive for anthrax? Who opened the letter? What is the prognosis for those who were exposed to anthrax?

2. What connection have authorities established between the letter that was sent to Senator Daschle's office and the letter that was sent to NBC's Tom Brokaw? Who are some of the possible suspects investigators are considering? What risk might these letters present to postal workers who handle them? What is a hoax? Why do you think there have been so many hoaxes in the wake of the September 11th attacks? How do authorities plan to treat these hoaxes? Although there have not been widespread casualties resulting from the anthrax letters, how do these attacks accomplish one of Osama bin Laden's goals?

3. Why is there an undercurrent of tension in Iraq? Why do some experts believe that Iraq could be behind the anthrax attacks in the U.S.? How does Iraq's foreign minister respond to these suggestions? What is the current U.S. policy toward Iraq? According to Iraqi officials, how are they already "confronting U.S. aggression"? In what way is Iraq currently "at the eye of a hurricane"?

4. Teachers: For a backgrounder and discussion questions on anthrax, please go to this CNNfyi.com Web site: http://fyi.cnn.com/2001/fyi/news/10/15/antrax/index.html.

LINKS:
http://www.cdc.gov/
http://www.hhs.gov/
http://www.cnn.com/2001/HEALTH/conditions/10/15/anthrax.usps/

Student Bureau: Students Help

1. Where is Ball State University located? What are Ball State University students doing to help victims of the September 11th attacks? Why are these students planning to hand deliver the donations they collected?

2. What are people in your community doing to demonstrate their support and solidarity with the people of New York and Washington? Challenge small groups of students, as amateur reporters, to seek out any one of these efforts and interview those who have organized it or are participating in it. Direct groups to write news articles that tell the stories of their community's responses. Submit the best stories for publication in your school's newspaper.

3. Encourage students to devise a fund-raiser or benefit to support a charity that is helping victims of the World Trade Center and Pentagon attacks. Be sure to contact the agency or group to seek help and advice in designing the event or program. The activity could focus on gathering funds or increasing public knowledge about an issue. Allow students ample time to publicize and plan their benefit.

LINKS:
http://www.bsu.edu/news/extra/bsuresponds
http://www.helping.org/
http://www.redcross.org/

Evolving Exhibit

1. What is the subject of the exhibit shown in the video? Where are these photographs on display? What is the only requirement in order to submit photographs? What do the majority of images depict? Where are proceeds from the sale of copies of these photographs going? Why do you think the exhibit

is referred to as "a democracy of images"?

2. How do you remember the events of September 11th? What feelings do the images in the video evoke for you? How does this exhibit illustrate the popular saying, "A picture is worth a thousand words"?

LINKS:
http://www.cnn.com/SPECIALS/2001/trade.center/

EDITOR'S NOTE:
Tony Blair
Yasser Arafat
Ariel Sharon
Palestinian state
Colin Powell
Pervez Musharraf
isolationism
engagement

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CNN NEWSROOM Guide

October 17, 2001

Teachers: Welcome to a Special Edition of CNN NEWSROOM. For a comprehensive list of links to CNN NEWSROOM guides and CNNfyi.com educational materials on the war on terrorism, please go to: http://turnerlearning.com/newsroom/specials.html.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:40...00:50

Anthrax Investigation ... 05:30...06:20
-The Justice Department releases information about the anthrax letters.
-Health officials follow specific steps when suspected anthrax is found.

Europe Bioterrorism ... 02:50...09:10
Anthrax scares are occurring throughout Europe.

Powell's Trip ... 06:50...16:00
-U.S. Sec'y of State Colin Powell visits Pakistan and India.
-Pakistani workers are concerned about the country's economy.

Islamic Nations GDP ... 02:00...18:00
Can economic aid prevent terrorism from taking root in a poor country?

"Other Charities" ... 03:10...21:10
Some charities see donations decrease in the aftermath of the terrorist attacks.

NY Film and TV Production ... 03:05...24:15
New York City's film and television industry continues to thrive.

Doing Things Differently ... 02:45...27:00
CNN's Jeanne Moos reports on Americans' reactions to changing times.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Anthrax Investigation

1. What has the U.S. Department of Justice revealed about the anthrax letters sent to journalist Tom Brokaw and Senator Tom Daschle? Where were these letters processed? Why is that fact drawing the attention of investigators? Why are investigators interested in learning more about the strain of anthrax present in the letters? What differences exist between the New York and Washington letters?

2. What is the first step that should be taken when one encounters a suspicious letter that could contain anthrax? Why are rapid diagnostic tests then conducted? Why are these preliminary tests often inaccurate? What happens if anthrax is suspected? Where is the sample next sent for a more accurate analysis? How do doctors treat those who may be sick, even before anthrax is confirmed? What other steps are taken to protect the public?

3. Divide the class into small groups. Replay the video, asking groups to take note of the steps involved when a possible anthrax attack is reported. Then, direct each group to create a flow chart that states these steps and possible courses of action as a result of each. Have each group present its chart. As a class, identify all the government, law enforcement and medical organizations in place to deal with the anthrax threat. Use this as a way to reassure students that, in spite of the possibility of an anthrax attack, there are measures in place to deal with that threat.

4. Teachers: For a backgrounder and discussion questions on anthrax, please go to this CNNfyi.com Web site:
http://fyi.cnn.com/2001/fyi/news/10/15/antrax/index.html.

   Teachers: Your students can learn more about the science behind anthrax by consulting Harcourt's Academic Press Dictionary of Science and Technology:
http://www.harcourt.com/dictionary/.

LINKS:
http://www.cnn.com/2001/HEALTH/conditions/10/16/anthrax/
http://www.cnn.com/2001/COMMUNITY/10/05/gupta/index.html
http://www.bt.cdc.gov/

Europe Bioterrorism

1. How has Great Britain responded to recent anthrax threats? What measures is this country taking to prevent an anthrax outbreak? What other European countries have experienced anthrax scares? How many of these anthrax scares have been positive?

2. Why do you think someone would initiate an anthrax hoax? In your opinion, what should be the legal consequence for such action? Explain.

3. Why are postal workers at the Rome airport threatening to stop working? What problems might occur if they do stop working? How do you think the Health and Telecommunications Ministries should deal with this problem?

4. Why do you think these European nations are watching the anthrax cases in the U.S. with growing

concern? Have students identify these countries' positions on the U.S.-led war on terrorism. Then ask: To what extent does their involvement in the war against terrorism increase their risk of experiencing bioterrorism? Do you think these nations' concerns regarding an anthrax outbreak are warranted? Why or why not? How do you think European leaders should handle this issue?

5. Invite a representative from your local health department or your mayor's office to speak to your class about what your city, community or state is doing to prepare for a biological attack. Ask the speaker to discuss the following issues with your class:
   1. What would be the short and long term consequences of a biological attack?
   2. What, if anything, needs to be done to improve local and national responses to bioterrorism?
   3. Are there any vaccines or antidotes that can be given to your country's citizens?
   4. Is it possible to prevent bioterrorism? Why or why not?

LINKS:
http://cnn.com/2001/WORLD/europe/10/16/anthrax.europe/index.html
http://www.cnn.com/2001/WORLD/europe/10/11/germany.anthrax/index.html
http://www.bt.cdc.gov/

Powell's Trip

1. How has Secretary of State Colin Powell assessed his visit with Pakistani President Pervez Musharraf? Why has Pakistan become a key ally of the U.S.? In addition to the war on terrorism, what issue is on the minds of both Pakistan's and India's leaders?

2. What region has been the subject of dispute between Pakistan and India since 1947? How is recent violence in Kashmir complicating Secretary Powell's mission? Why is India concerned about the recently-formed U.S.-Pakistan alliance? What charge has Pakistan leveled against India?

3. Where is Angora Textiles? What kinds of goods are produced there? To what country are most of these pieces of clothing exported? What has happened to orders from the U.S. since the September 11th attacks? How is Pakistan's textile industry reacting to this slowdown? What measures could help to ease this economic crisis for Pakistan's industries? Why do some analysts maintain that Pakistan's textile industry is fine? What percentage of Pakistan's exports is comprised of textiles?

4. What do your students know about Kashmir? Refer them to their texts, the Internet and other resources to learn more about this region and the claims both India and Pakistan have to it. Share student information. Ask: Why is Secretary Powell's mission to India and Pakistan diplomatically challenging? Discuss possible global consequences of a protracted conflict between these two countries over Kashmir.

5. Teachers: For an accompanying CNNfyi.com story on Secretary Powell's trip, please go to: http://fyi.cnn.com/2001/fyi/news/10/16/powell.trip/index.html.

LINKS:
http://www.cnn.com/WORLD/9708/India97/index.html
http://www.ummah.net/kashmir/
http://www.clas.ufl.edu/users/gthursby/kashmir/
http://www.cfcsc.dnd.ca/links/wars/kash.html

Islamic Nations GDP

1. According to the Heritage Foundation's "Freedom Index," how does the Middle East compare to other regions of the world economically? What contributes to the poor state of the economy in many Muslim countries?

2. What has happened to international investment in the Middle East over the past ten years? What factors prevent many overseas companies from investing in these Middle East nations? What impact does terrorism have on economies, both free market and those that try to benefit from it?

3. What do economists use to measure economic power among nations? What is GDP? Direct your students to their texts or to the first Web site below for a definition of Gross Domestic Product. Discuss the political, social and economic factors that affect a nation's GDP. As a class, consult the second Web site below, the CIA Factbook, to examine the GDP of each country mentioned in the video. Based on what students know about these countries, do they find these numbers surprising? Why or why not?

LINKS:
http://economics.about.com/library/glossary/blg.htm
http://www.odci.gov/cia/publications/factbook/

"Other Charities"

1. According to the video, what are some of the charities that are collecting fewer contributions than they did this time last year? Why is this happening? How does this compare to what is happening to donations to organizations that are assisting victims of the terrorist attacks?

2. Besides individual donors, what are the other sources of contributions for charities? Why are many corporations reducing their charitable contributions? How do Americans typically respond to the call for donations after national tragedies? What kinds of charities are likely to see their support decline now? Why is this timing especially bad for them?

3. Are there any of these "other charities" in your community? If so, do their programs benefit you in any way? What do you think individuals can do to help offset the loss of their contributions during this time?

LINKS:
http://www.redcross.org/

NY Film and TV Production

1. How did the September 11th attacks impact New York City's film and television industry? How did the industry help during the crisis? What measures are being taken to bring commercial production to New York City?

2. Why was New York City's film and television industry less vulnerable following the September 11th attacks than other sectors of the local economy? Help students make a list of sectors within New York City's economy that were significantly affected by the terrorist attacks. These sectors might include restaurants, Broadway theater and tourism. Group students and assign each group a sector. For each sector, have students consider the effects of the attacks from both micro and macro perspectives.

Instruct groups to graphically depict their findings. After each group presents its information, have students discuss what can be done to help these economic sectors recover.

LINKS:
http://www.ci.nyc.ny.us/html/filmcom/home.html
http://www.ci.nyc.ny.us/html/filmcom/html/arc021.html
http://home.nyc.gov/portal/index.jsp?pageID=nyc_home

Doing Things Differently

1. Why does Jeanne Moos refer to "instructions" for opening mail? What do you think she means when she refers to "anthrax anxiety"? What is "the paranoia of trivia"? What are some examples of this paranoia displayed in the video? On the other hand, why are some people doing nothing differently, in spite of the climate of fear? Do you think the media has contributed to this climate? Explain.

2. Has your life changed since September 11th? If so, what are you doing differently? If not, what is keeping you from getting caught up in "the paranoia of trivia"? Do you think more should be done to encourage Americans to act as they did before September 11th, or is the change in behavior warranted? Discuss.

LINKS:
http://travelwithkids.about.com/library/misc/blkidsfears.htm
http://www.latimes.com/news/nationworld/nation/la-101301jitters.story
http://depression.about.com/library/weekly/aa091301.htm

EDITOR'S NOTE:
anthrax
bioterrorism
Colin Powell
Kashmir
textile
GDP
charities
anxiety

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CNN NEWSROOM Guide

October 18, 2001

Create a story proposal, focusing on local, state, national or international events. One hundred finalists will be chosen to receive an Intel Play Digital Movie Creator to create a 2-3 minute film. Info: http://www.moviemakingcontest.com.

Teachers: Welcome to a Special Edition of CNN NEWSROOM.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Anthrax Investigation ... 02:20...03:00
U.S. authorities pursue clues as the circle of anthrax exposure widens.

Anthrax Treatment & Business ... 05:30...08:30
-Consumer demand for Cipro and the anthrax vaccine is up.
-Anti-anthrax businesses see stronger sales.

Manchester 1957 ... 06:00...14:30
Workers at a New Hampshire factory developed anthrax in 1957.

Web Site Information ... 00:45...15:15
Information on the CNN NEWSROOM Daily Classroom Guide

Afghanistan's Future ... 05:50...21:05
What will happen in Afghanistan after the bombing stops?

APEC Expectations ... 03:00...24:05
Pres. Bush's focus at the APEC conference will be the war on terrorism.

Student Bureau ... 03:05...27:10
A Chinese factory is doing a brisk business in U.S. flags.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Anthrax Investigation

1. What latest relevation about the anthrax letters has authorities relieved? From the standpoint of treatment, why is it important that this strain of anthrax is not one that has been genetically altered? What does this fact imply about the possible origin of this anthrax attack? What else can "following this strain" tell investigators?

2. Challenge your students to look at this anthrax attack through the eyes of the investigators. Divide the class into groups. Direct each group to scan media resources to determine the facts (i.e., what we know about these anthrax attacks) and clues that could lead to identifying the source of the anthrax attacks. Have each group list its facts and clues. Then, ask each group to act as "biological detectives" and generate a series of questions its members would ask in order to take the investigation to the next level. Have groups share their lists and questions. Discuss the problems associated with imposing one's hunches in an investigation, as opposed to pursuing a scientific method of inquiry.

LINKS:
http://fyi.cnn.com/2001/HEALTH/conditions/10/12/anthrax.qanda/index.html
http://fyi.cnn.com/2001/HEALTH/conditions/10/16/anthrax.timeline/index.html
http://www.time.com/time/magazine/article/0,9171,1101011022-179469,00.html

Anthrax Treatment & Business

1. What is Cipro? According to the video, how much Cipro is available in the U.S.? How many Americans have been offered the drug so far? What corporation produces this drug? How has it increased production to meet increasing demand?

2. What idea is Senator Chuck Schumer proposing to deal with the skyrocketing demand and high cost of Cipro? How does the law allow the federal government to pursue a generic drug strategy? Explain how the supply of and demand for Cipro illustrate "a fine balance" between patients' jitteriness and doctors' judgment.

3. What is the status of the supply of anthrax vaccine in the U.S.? How many companies supply this vaccine? What is the name of this company? Even if there have been few cases of anthrax, why do you think it is important that the nation have an adequate supply of both the treatment and vaccine available?

4. What kind of products does Biotrace produce? How much does one of its detectors cost? To whom did Biotrace sell many of these detectors before September 11th? Who is inquiring about these detectors now? Why do you think civilians are so interested in them? Besides hardware, what other goods are civilian customers buying? What new improvement in detection are companies like Biotrace developing for the future?

5. Lead a class brainstorming session to generate a list of goods and services that might be in demand as a result of fears about bioterrorism. As a class, research and identify several publicly held companies that manufacture these goods and offer these services. Divide the class into groups. Have each group track the performance of one of these company's stocks over the next several weeks, and chart and

present its findings. Discuss how consumers' fears and concerns about anthrax are influencing the stock market.

LINKS:
http://money.cnn.com/2001/10/16/news/generic_cipro/
http://www.anthrax.osd.mil/
http://www.anthraxvaccine.org/
http://www.cdc.gov/ncidod/dbmd/diseaseinfo/anthrax_g.htm

Manchester 1957

1. Who was Antonio Jette? Where did he work? When and how did he contract anthrax? From what form of anthrax did he die? How was the contaminated mill in Manchester, New Hampshire destroyed?

2. Who is Philip Brachman? What measures did he take to locate the anthrax bacteria in the Manchester, New Hampshire mill? What was the source of this anthrax outbreak? What key questions did Brachman consider during his investigation? What information did health officials glean as a result of the 1957 anthrax outbreak in Manchester, New Hampshire? How is this information being used today? Discuss.

3. What are the differences between the 1957 anthrax outbreak and the current anthrax outbreak in the U.S.? Compare the similarities and differences between the U.S. governments handling of these anthrax outbreaks. Why did it take a year before the public knew about the 1957 anthrax outbreak? How well do you think the U.S. government and the media are addressing the current anthrax crisis? How much information do you think the public should know about this health scare? Explain.

4. For a backgrounder and discussion questions on anthrax, please go to this CNNfyi.com Web site: http://fyi.cnn.com/2001/fyi/news/10/15/antrax/index.html .

LINKS:
http://www.bt.cdc.gov/

Afghanistan's Future

1. What group is currently in control of Afghanistan's government? Who is Colin Powell? What ideas does he have for a new government of Afghanistan after the Taliban are removed from power? Why would it be difficult to exclude the Taliban from representation in a new Afghan government? How do Taliban leaders respond to the possibility of joining a wider government?

2. What is the Northern Alliance? How have they "helped make Afghanistan a textbook example of a failed state"? By what other name is the Northern Alliance known? What is the aim of the new United Front? What obstacles confront the United Front in achieving this goal? What has slowed the flow of weapons to the United Front? In spite of this, why have Western nations invited the United Front to talks on the future of Afghanistan?

3. Which ethnic groups are represented by the United Front? Why is there tension between the United Front and Pakistan? How do you think this tension might complicate the stability of a new government in Afghanistan?

4. Teachers: For a CNNfyi.com story on Afghanistan's future and related educational materials, please go to:
http://fyi.cnn.com/2001/fyi/news/10/17/afghan.government/index.html.

LINKS:
http://www.afghan-web.com/
http://afghanistan.asiaco.com/

APEC Expectations

1. Where is the site of this year's APEC conference? What will be the dominating theme of that conference? How many nations are members of APEC? Are all likely to agree with President Bush's war on terrorism? Explain.

2. Why is the U.S. angry with President Megawati of Indonesia? Why will President Bush be looking to Japan, South Korea, Hong Kong, Singapore and Malaysia as allies in the fight against terrorism? What role are China and Russia likely to play in this fight? Besides terrorism, what other key issue will be on the minds of APEC member nations?

3. What is APEC? Point out to students that, the Asia-Pacific Economic Cooperation group (APEC) was established in 1989 out of the increasing interdependence of the economies of the Pacific Rim. How do alliances like APEC promote economic well-being among members? Have students work in groups to learn more about APEC and its mission, and share their findings. Identify APEC member nations on a world map. Ask students: Based on their geography and what you know about these countries, what economic issues do you think would be on APEC leaders' minds? What role do alliances like APEC play in facilitating free trade and economic growth among their members?

LINKS:
http://www.apec.org/
http://www.apec-china.org.cn/
http://www.cnn.com/2001/BUSINESS/asia/10/17/apec.preview/index.html
http://www.cnn.com/2001/BUSINESS/asia/10/17/apec.countries/index.html

Student Bureau: China/U.S. Flags

1. Why has the demand for U.S. flags increased since September 11th? How are flag companies in Shanghai, China, responding to this increased demand? On average, how many flags do Chinese workers sew during a 12 hour shift? How much of a profit are U.S. retailers making on the sale of 3x5 foot, Chinese-made, American flags? Why do you think these flags cost so much?

2. Have students share what they know about the history of U.S.-China relations during the last century. Then ask: Why might some people find it ironic that China is producing U.S. flags, which are "helping Americans show the spirit of love and solidarity"? Discuss.

3. Challenge students to comb multimedia resources to identify other national and international companies whose businesses have picked up following the September 11th attacks. Ask: Why has consumer demand for these companies' products and services increased? What psychological factors have contributed to the increased demand? How long do you think these products and services will continue to be in high demand?

LINKS:
http://www.miami.com/herald/special/news/worldtrade/digdocs/032117.htm
http://europe.cnn.com/2001/BUSINESS/10/11/bayer/index.html
http://www.cnn.com/2001/TECH/industry/10/17/defense.research.idg/index.html

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EDITOR'S NOTE:
anthrax exposure
spores
Cipro
detector
textile worker
United Front
Taliban
APEC

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CNN NEWSROOM Guide

October 19, 2001

Teachers: Today's CNN NEWSROOM has been preempted for live coverage of the APEC summit.
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Create a story proposal, focusing on local, state, national or international events. One hundred finalists will be chosen to receive an Intel Play Digital Movie Creator to create a 2-3 minute film. Info: http://www.moviemakingcontest.com.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:00... 00:00

SPECIAL REPORT ... 00:00...00:00

APEC Summit ... 00:00...00:00
Teachers: Today's CNN NEWSROOM has been preempted for live coverage of the APEC summit. The following questions and activities can be used to help your students learn more about this alliance and its role in the war on terrorism.

CNN NEWSROOM CLOSE ... 00:00... 00:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

APEC Summit

1. Why do countries form alliances with other countries? When have alliances been significant forces in world history? Of what current international alliances are you aware? What is the purpose of each of these alliances?

2. What is APEC? Where are leaders of its member nations currently meeting? What are some of the issues they are discussing? Why do you think security is so tight for this summit?

3. Inform students that the APEC summit is scheduled to release a statement condemning international terrorism. Ask: Why do you think an economic organization would be concerned with terrorism? What economic consequences have the terrorist attacks of September 11th had in the United States?

How could terrorism affect global economic growth?

4. Some international observers are calling terrorism the "new lynchpin of American foreign policy." Ask students what they think this means. Generate a class discussion about the new focus on the war on terrorism, and how that could impact relations between the United States and other APEC members. Ask students: What incident this past Spring resulted in a huge strain on the relationship between the U.S. and China? How are leaders of these two nations approaching each other now? In what way has the war on terrorism changed U.S.-China relations? Challenge students to comb media resources for other examples of changes in relations between the U.S. and other nations resulting from the desire to build a coalition against terrorism.

5. President Bush has said that, in spite of his desire to build an anti-terrorism coalition with China, he will continue to hold China accountable for human rights violations. He says he is interested in "cooperation, not compromise" with China. Ask students what they think this means. Then ask: Do you think it will be possible to elicit China's support in the war on terrorism without compromising on human rights? Discuss.

6. Are there any APEC member nations that are not solidly behind the U.S. and the war on terrorism? Challenge students to research the answer to this question and determine the demographic and political concerns behind their disagreement. Direct each student, acting as President Bush or Secretary of State Powell, to write and deliver a speech to representatives of these nations, in an attempt to pursuade them to join the anti-terrorism coalition.

7. As a class, identify the 21 member nations of APEC on a world map. (Note: These nations are: Australia, Brunei, Canada, Chile, China, Hong Kong, Indonesia, Japan, Korea, Malaysia, Mexico, New Zealand, Papua New Guinea, Peru, the Philippines, Russia, Singapore, Taiwan, Thailand, the United States and Vietnam.) Direct each student to choose one of these APEC countries. Ask students: What would the U.S. president and his staff need to know about these countries? Acting as presidential advisers, have students research and deliver political and economic profiles of their respective countries.

8. Teachers and parents: For a CNNfyi.com article and educational materials on this topic, please go to: http://fyi.cnn.com/2001/fyi/news/10/18/apec.china/index.html.

LINKS:
http://www.apec.org/
http://www.apec-china.org.cn/
http://www.cnn.com/SPECIALS/2001/apec/
http://usinfo.state.gov/regional/ea/apec/apeclm.htm
http://usinfo.state.gov/regional/ea/apec/homepage.htm
http://usinfo.state.gov/admin/022/wwwhnewapec.html
http://www.cnn.com/2001/WORLD/asiapcf/east/10/18/china.apec.terror/index.html

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EDITOR'S NOTE:
alliance
APEC
war on terrorism
George W. Bush
Colin Powell

Shanghai
China
coalition

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CNN NEWSROOM Guide

October 22, 2001

Teachers: Welcome to a Special Edition of CNN NEWSROOM.

Create a story proposal, focusing on local, state, national or international events. One hundred finalists will be chosen to receive an Intel Play Digital Movie Creator to create a 2-3 minute film. Info: http://www.moviemakingcontest.com.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Top Story ... 06:25...07:05
-This year's APEC summit comes to an end.
-Relations between the U.S. and Russia have changed since the Soviet-Afghan War.

America Strikes Back ... 04:10...11:15
-The U.S. concludes its first ground troop mission in Afghanistan.
-Fighting continues around the Afghan city of Mazar-e Sharif.

Anthrax Investigation ... 02:50...14:05
A third case of inhalation anthrax is found in Washington, DC.

Too Much Media? ... 02:15...16:20
Does the anthrax story deserve so much media attention?

War Advertising ... 03:40...20:00
The Ad Council has a history of promoting social change during times of war.

Religious School ... 04:45...24:45
(Teachers: Some students may find this segment disturbing. Please preview.)
Hatred is a prerequisite at many religious schools in Pakistan.

Afghan Girls' School ... 02:35...27:20
Afghan girls challenge the ruling Taliban in the quest for an education.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: APEC Summit

1. What is APEC? Where did this year's APEC meeting take place? What were some of the issues that APEC members discussed? What is the position of APEC on the U.S.-led war against terrorism and the U.S. strikes on Afghanistan? What points did Henry Kissinger and Madeleine Albright make regarding the APEC member nations' views on the U.S. action in Afghanistan?

2. Teachers: For additional discussion questions and activities related to this year's APEC summit, visit the 10-19-01 Daily Guide and the following CNNfyi.com site: http://fyi.cnn.com/2001/fyi/lesson.plans/10/19/apec.deals/

3. What evidence suggests that the U.S. and Russia are developing a more cooperative relationship? What issue did Presidents Bush and Putin discuss following the APEC summit? Refer students to the last three links below, and other resources, to learn more about the Anti-Ballistic Missile (ABM) Treaty and how Bush's and Putin's views on the ABM Treaty differ. Have students identify what kind of defense system Bush is proposing. After students share their findings, ask: Why do you think it would help Bush's case if Putin agreed to amend the ABM Treaty? Discuss.

4. What percentage of Afghan youth is under 14 years of age? What are some of the differences between growing up in the U.S. and growing up in Afghanistan? When did the Soviet-Afghan War take place? What was the role of the U.S. during this conflict? How have relations between the U.S. and Russia changed since 1979?

5. Refer students to multimedia resources to create a timeline of significant events that have shaped U.S.-Russia relations since the Cold War. Instruct students to examine the history of the Soviet-Afghan War in the 1980s and America's role during the conflict. After students complete the timeline, ask: Why do you think Russia has agreed to support the U.S. in its war against terrorism? What are the potential benefits of this decision for the U.S. and its allies? To what extent do you think a war against terrorism would fundamentally change Russia's relationship with the U.S.? Discuss.

LINKS:
http://www.cnn.com/SPECIALS/2001/trade.center/
http://www.afghan-web.com/geography/
http://school.discovery.com/homeworkhelp/worldbook/atozgeography/a/006700.html
http://geography.miningco.com/library/maps/blafghanistan.htm
http://www5.cnn.com/interactive/world/0006/missile.defense/frameset.exclude.html
http://www.fas.org/spp/starwars/program/nmd/index.html
http://www.state.gov/

America Strikes Back

1. What is the status of the U.S.-led attacks in Afghanistan? Why did the U.S. send ground troops to Afghanistan? What were the primary objectives of this mission? What was the outcome of this mission? What message did U.S. troops leave behind on printed flyers? Why do you think they left

this message?

2. Point out to students that the Pentagon is not releasing many details of the recent U.S. ground operation in Afghanistan. Why do you think this is so? Do you think U.S. citizens should have access to this information? Why or why not? If so, how and when should this information be disseminated?

3. How are Afghan civilians being affected by the U.S. air strikes? To which country are many Afghans fleeing?

   Teachers: For additional information, discussion questions, and activities on the plight of Afghan refugees, check out the 9-24-01 and 9-25-01 CNN NEWSROOM Daily Guides.

4. Why is the city of Mazar-e Sharif strategically important to the Northern Alliance? According to the video, "a Northern Alliance takeover of Mazar-e Sharif would be a test of how well it would govern a major city after defeating the Taliban." Discuss the meaning of this statement. Ask students: Based upon what you know about the political history of Afghanistan, what challenges do you think the Northern Alliance might encounter in leading an Afghan city? Do you think the Northern Alliance would require assistance from the international community? Discuss. If necessary, you can refer students to multimedia resources, including the last four links below, to research the answers to these questions.

5. Teachers: For more information about the war against terrorism and a lesson plan on the historical and strategic significance of U.S. ground troops, visit the following CNNfyi.com site: http://fyi.cnn.com/2001/fyi/lesson.plans/10/19/ground.troops/.

LINKS:
http://www.cnn.com/2001/US/10/21/gen.attack.on.terror/index.html
http://fyi.cnn.com/2001/fyi/news/10/19/ground.troops/index.html
http://history1900s.about.com/library/world/blxafghanistan.htm?iam=dpile
http://school.discovery.com/homeworkhelp/worldbook/atozgeography/a/006700.html
http://www.cnn.com/SPECIALS/2001/trade.center/
http://www.cnn.com/SPECIALS/2001/taliban/

Anthrax Investigation

1. What is the status of the anthrax outbreaks in the U.S.? Where was the most recent case of inhalation anthrax found? How have U.S. government and health officials responded to this most recent anthrax outbreak?

2. For background information and discussion questions on anthrax, please go to this CNNfyi.com Web site:
   http://fyi.cnn.com/2001/fyi/news/10/15/antrax/index.html.

LINKS:
http://www.cnn.com/2001/HEALTH/conditions/10/21/anthrax/index.html
http://www.cdc.gov/ncidod/dbmd/diseaseinfo/anthrax_g.htm

Too Much Media?

1. How are people responding to the news of the anthrax outbreak in the U.S.? How has this news story

affected you? How concerned do you think people should be about contracting anthrax? According to psychologists, what should people do if they are feeling anxious and edgy over the TV coverage of anthrax?

2. If your students have been following the anthrax story in the news, ask: What do you think about the media's coverage of the anthrax story? To what extent do you think the media has fueled people's fears about anthrax? Discuss.

3. Have student groups comb multimedia news sources to learn about how different media have covered the recent cases of anthrax in the U.S. Then, instruct each group to write a script for a mock CNN NEWSROOM segment that presents a brief history on the anthrax issue and an update on the status of the story. Challenge each group to present its information in a balanced and socially responsible manner. After students read their scripts to the class, ask: Which of the students' segments presented the most balanced perspective on the anthrax story? Why? Do you think the anthrax story deserves the attention it has received? State your rationale.

LINKS:
http://www.cnn.com/interactive/health/0110/anthrax/frameset.exclude.html

War Advertising

1. What is the mission of the Ad Council? What public service announcement (PSA) did the Ad Council produce following the September 11th attacks? When was the Ad Council established? What was its original name? What ad campaigns did the War Advertising Council introduce during WWII? How did these campaigns influence support for the war effort and change the social fabric of America?

2. What type of ad campaign are the Ad Council and the U.S. State Department thinking about creating? Help students identify some of the anti-American sentiments that are being expressed in different parts of the world, and why this is occurring. Next, group students and assign each group an area in the world where anti-American fervor exists. Instruct each group to identify the historical, political and cultural factors that have contributed to this fervor. Then, as a class, have students discuss whether or not the Ad Council and the U.S. State Department should create messages for non-American audiences to combat anti-American attitudes and beliefs. Ask students: Is this type of campaign necessary? Why or why not? What might the political ramifications of such a campaign be? Discuss.

3. Ask: What social issues are coming to the forefront as a result of the September 11th attacks and the U.S.-led war on terrorism? List students' responses on the board. Group students and have each group select an issue from the list. Next, have each group conduct research to learn more about its issue. Then, challenge each group to create a PSA that promotes awareness and a positive message about the issue. If possible, have students videotape their PSAs. Have students present their PSAs to the class and discuss.

LINKS:
http://www.adcouncil.org/
http://www.adcouncil.org/Downloads/matters_of_choice.pdf

Religious School

1. How old is Qutaratulla Afiz? What is the chilling message that he delivers? What is the JUI? Why is

Qutaratullah so angry? Has he ever met an American? Why does he say that this doesn't matter?

2. Where does Qutaratullah go to school? What is a madrasa? How has the Pakistani government tried to deal with the madrasas? How do the madrasas promote religious fundamentalism and militancy? What does Qutaratullah's father think of his son? Why couldn't his mother be interviewed? In spite of these limits on her freedom, why do you think she wants her son to join the jihad?

3. Ask students: Do you see an irony in the fact that the religious school shown in the video is promoting hatred? How is this different from what students might find at other Islamic schools? Have students work in groups to research the Islamic religion and, in class discussion, compare its basic principles to the way the madrasa is presenting Islam in the video. Discuss the meaning of the word "extremism," and how Islamic extremists have, in the words of some Muslims, "hijacked" the Muslim religion.

LINKS:
http://www.rferl.org/nca/features/1999/01/F.RU.990108134241.html
http://islam.about.com/blintrod.htm
http://www.cnn.com/CNN/Programs/presents/index.islam.html

Afghan Girls' School

1. What is the Taliban's ruling on education for girls? Why is the girls' school seen in the video now filled with students? Describe the conditions at this school. What are some of the dreams of the young women who attend?

2. What does Afghanistan's civil war represent to these female students and their families? Why does their teacher believe that the Muslim faith and female education go hand-in-hand? How is the war against the Taliban impacting female education in Afghanistan?

3. Direct groups of students to the Internet and other resources to learn more about the Taliban's treatment of women in Afghanistan. Share students' findings. Ask students to recall the meaning of the word "apartheid" and the country in which this policy of segregation was most recently practiced. Point out that some international observers are referring to the Taliban's treatment of Afghan women as "gender apartheid." Do students agree or disagree with this categorization? Discuss.

LINKS:
http://www.usc.edu/dept/MSA/humanrelations/womeninislam/
http://www.phrusa.org/publications/taliban.html
http://asia.cnn.com/2001/WORLD/asiapcf/central/05/31/afghanistan.women/index.html

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EDITOR'S NOTE:
APEC summit
ABM Treaty
Northern Alliance
Mazar-e Sharif
anthrax
Ad Council
madrasa
Islam

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CNN NEWSROOM Guide

October 23, 2001

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Create a story proposal, focusing on local, state, national or international events. One hundred finalists will be chosen to receive an Intel Play Digital Movie Creator to create a 2-3 minute film. Info: http://www.moviemakingcontest.com.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:35...00:45

Top Story ... 01:55...02:40
Two deaths in Washington, DC may be anthrax-related.

CDC Explained ... 02:15...04:55
What is the Centers for Disease Control?

Ask CNN ... 00:45...05:40
What can U.S. citizens do during this time of heightened concern?

Northern Alliance ... 03:10...08:50
The U.S. establishes contact with the Northern Alliance.

Web Site Information ... 00:45...09:35
Information on the CNN NEWSROOM Daily Classroom Guide

America Speaks Out: Student Roundtable ... 17:00...26:35
High school students share their thoughts and feelings about the September 11th attacks.

CNN NEWSROOM CLOSE ... 01:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: Anthrax Investigation

1. What is the status of the current anthrax outbreak in Washington, DC? What form of anthrax did postal workers at the Brentwood postal facility contract? What is being done to protect the more than 2000 postal employees who work in the Washington area? Why have some postal workers criticized local and federal authorities for their response to the anthrax outbreak? How have authorities responded to these criticisms? Are you worried about contracting anthrax? Why or why not?

2. Teachers: Your students can learn more about the science behind anthrax by consulting Harcourt's Academic Press Dictionary of Science and Technology: http://www.harcourt.com/dictionary/

   For additional background information and discussion questions on anthrax, please go to this CNNfyi.com Web site:
   http://fyi.cnn.com/2001/fyi/news/10/15/antrax/index.html.

LINKS:
http://fyi.cnn.com/2001/HEALTH/conditions/10/22/anthrax/index.html
http://fyi.cnn.com/2001/US/10/22/dc.postal.workers/index.html
http://fyi.cdc.gov/ncidod/dbmd/diseaseinfo/anthrax_g.htm

CDC Explained

1. What is the Centers for Disease Control (CDC)? Where is it located? When was it created? How has the mission of the CDC evolved over the years? What types of work do medical experts do for the CDC?

2. What is the CDC's National Pharmaceutical Stockpile Program? When was it created? Refer students to the links below to learn more about the CDC and its role during the aftermath of the September 11th attacks. Direct students to identify the differences between how the CDC prepares and responds to a bioterrorist attack, versus other types of health emergencies, such as an explosion or a tornado.

   After students present their information, point out that the CDC also helps local communities establish coordinated bioterrorism response plans. Invite a public health official or a representative from a local law enforcement agency to talk to your students about the measures that are being taken to protect your community from bioterrorist activity. After the presentation, ask students: Do you think these measures would be effective if they were implemented? Why or why not? If not, what else should local authorities or the CDC do?

LINKS:
http://www.bt.cdc.gov/
http://www.bt.cdc.gov/DocumentsApp/ImprovingBioDefense/ImprovingBioDefense.asp
http://www.cdc.gov/ncch/nps/default.htm

Northern Alliance

1. Where did the first meeting between U.S. and Northern Alliance leaders take place? What was the purpose of this meeting? What type of military support does the Northern Alliance want from the U.S.? What is the alliance's position on the use of U.S. ground troops? Why are the U.S. and the Northern Alliance under pressure to make military progress?

2. How long has the Northern Alliance been fighting the Taliban and Osama bin Laden? What is the status of this conflict? What is the strategic significance of Kabul? How are Afghan civilians being affected by this conflict?

3. Refer students to the links below and other resources to learn more about the history of the Northern Alliance, its war with the Taliban, and its relationship with the international community. Then ask: Why are the Northern Alliance and the Taliban in conflict? Which nations currently support the Northern Alliance? How might U.S. strikes in Afghanistan impact the Northern Alliance-Taliban conflict? Have students consider the political repercussions should the Taliban be removed from power.

LINKS:
http://fyi.cnn.com/2001/WORLD/asiapcf/central/10/22/ret.mchance.otsc/index.html
http://fyi.cnn.com/2001/US/10/22/gen.attack.on.terror/index.html
http://cnn.com/2001/WORLD/asiapcf/central/09/24/ret.afghan.opposition/index.html
http://fyi.cnn.com/interactive/world/0109/northern.alliance/frameset.exclude.html
http://fyi.cnn.com/SPECIALS/2001/taliban/
http://fyi.cnn.com/SPECIALS/2001/binladen/

America Speaks Out: Student Roundtable

1. What was the focus of the discussion led by CNN NEWSROOM's Michael McManus? Who participated in the discussion? What schools were these students from? What were the ethnic and religious backgrounds of the students? What questions and issues did the students raise during the discussion?

2. Where were you when you learned about the September 11th attacks? Were you, or anyone you know, directly affected by the attacks? If so, explain. Has your life changed as a result of the attacks? Discuss. Why do you think it's important for people to talk about this tragic event?

3. What is racial profiling? Why is this practice controversial? Why are some Muslims worried about retaliation after the September 11th attacks? According to one of the Muslim students in the video, what can be done to prevent racial backlash from occurring?

   If you would like students to learn more about Islam and the Muslim culture, check out the following CNNfyi.com discussion activity:
   http://fyi.cnn.com/2001/fyi/lesson.plans/09/20/muslim.student.mood/index.html.

4. What is the goal of the U.S.-led war against terrorism? Why is the U.S. conducting strikes in Afghanistan? How are the U.S. attacks impacting Afghan civilians? Do you support the U.S. action in Afghanistan? Why or why not?

5. According to the students interviewed in the segment, what have been some of the positive outcomes of the terrorist attacks? Do you agree with their observations? Why or why not? Why do you think the attacks have made many Americans feel more patriotic? Can you think of other positive outcomes from the attacks?

6. Hold an open discussion about the ideas and opinions expressed by the young people interviewed in the video segment. Allow your students ample opportunity to express their own views regarding the

terrorist attacks and the U.S. response to these attacks. Following the discussion, have students write letters that describe their thoughts and feelings about the September 11th attacks and the U.S.-led war on terrorism. Instruct students to describe what life was like before the attacks, the lessons they have learned from this crisis, and their hopes for the future. After students share their letters with the class, have them seal their letters in envelopes and save them for posterity.

LINKS:
http://www.cnn.com/SPECIALS/2001/trade.center/

EDITOR'S NOTE:
anthrax
Centers for Disease Control
bioterrorism
Northern Alliance
Taliban
Kabul
terrorism
racial profiling

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CNN NEWSROOM Guide

October 24, 2001

Teachers: Welcome to a Special Edition of CNN NEWSROOM.

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Top Story ... 03:55...04:35
The anthrax investigation in the U.S. capital expands.

How Is Business? ... 02:10...06:45
Sales have increased for some online retailers in the wake of the September 11th attacks.

Charity ... 03:05...09:50
Charities are being criticized for mismanaging their WTC victim relief funds.

Ask CNN ... 00:45...10:35
What is the meaning of the suffix "stan," as in Afghanistan or Pakistan?

Afghanistan ... 02:45...13:20
In many ways, Afghanistan has always been a victim of its geography.

Nowhere To Go ... 03:00...16:20
Hundreds of thousands of people have been displaced by the fighting inside Afghanistan.

United Nations Day ... 04:50...21:10
What is the United Nations?

Student Bureau ... 02:30...23:40
Some students at Indiana University are part of a new peace movement.

Generations ... 03:15...26:55
Young adults reflect on their future in a world dominated by the war on terrorism.

CNN NEWSROOM CLOSE ... 01:05... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: Anthrax Investigation

1. Where in the U.S. were the latest traces of anthrax bacteria found? What is the common denominator linking the deadly anthrax hits in Washington, DC? How many postal workers in Washington, DC have died from anthrax? For what type of anthrax are the two postal workers at the Brentwood mail facility being treated?

2. What "big problem" do anthrax investigators have on their hands? What was the origin of the three anthrax letters? What messages were contained in these letters? Why did the U.S. government release this information? What is the status of the anthrax investigation? Are you worried about contracting anthrax? Why or why not?

3. Teachers: Your students can learn more about the science behind anthrax by consulting Harcourt's Academic Press Dictionary of Science and Technology: http://www.harcourt.com/dictionary/

   For additional background information and discussion questions on anthrax, please go to this CNNfyi.com Web site:
   http://fyi.cnn.com/2001/fyi/news/10/15/antrax/index.html.

LINKS:
http://fyi.cnn.com/2001/HEALTH/conditions/10/23/anthrax/index.html
http://fyi.cdc.gov/ncidod/dbmd/diseaseinfo/anthrax_g.htm

How Is Business?

1. How has consumer concern over the war and anthrax impacted the retail industry? Why have online sales increased? How are online retailers expected to fare over the holidays?

2. Have your spending habits changed since September 11th? Why or why not? If so, how? In your opinion, what are the pros and cons of shopping online?

3. Inform students that conventional retail establishments, when compared to online retailers, are often referred to as "brick and mortar establishments." Have students conduct research to identify how brick and mortar establishments differ from online retailers, and create a graphic organizer of their findings. Then, ask students to consider what would happen if people, out of fear, stopped going to brick and mortar establishments and instead relied on online retailers. How would shifting to an e-commerce economy impact your community? Have students consider how this change would affect the distribution of goods and services, local businesses, jobs, and the local economy.

LINKS:
http://www.bluefly.com/

http://www.bizrate.com/
http://www.internet.com/sections/marketing.html

Charity

1. How have the terrorist attacks impacted the families of victims? What types of aid are available for these people? What organization has raised the most money so far? How much money has this organization raised?

2. Why is it difficult for many victims of the September attacks to obtain financial assistance from relief charities? Why does the Red Cross oppose implementing a system that would track the flow of donated funds? Do you think a tracking system should be implemented? If so, what information should be tracked? How much personal information should aid recipients be required to provide? Explain.

3. Challenge students to comb multimedia sources to identify the different relief organizations and agencies that are providing aid to the victims of the September 11th attacks. List the students' findings on the board. Then, pair students and assign each pair an organization or agency from the list. Ask each pair to find out when its organization/agency was created, its responsibilities, and how it has responded to the current crisis. After students present their findings, ask: What do you think are the greatest difficulties associated with coordinating the efforts of these organizations/agencies? What challenges lie ahead for these organizations/agencies?

LINKS:
http://philanthropy.com/free/update/2001/10/2001101702.htm
http://www.redcross.org/
http://firstgov.gov/featured/usgresponse.html?ssid=1001458437682_172
http://www.helping.org/

Afghanistan

1. Where is the nation of Afghanistan located? What are some of its geographic features? How has the country's location impacted its history? Which famous leaders and empires have invaded Afghanistan? What was "The Great Game"? What happened when the Soviet Union invaded Afghanistan in 1979?

2. Describe some of the internal conflicts that have plagued Afghanistan. Who are the Taliban? From what ethnic group do the Taliban's leaders come? When did the Taliban come to power in Afghanistan? How are women treated under the Taliban regime? Were Afghan women always treated this way? Explain.

3. Challenge students, working in groups, to research the political and geographic extremes that make up Afghanistan. Have groups share their findings. To what extent do students think geographic features have promoted Afghanistan's political extremism throughout the ages?

4. Teachers: For a CNNfyi.com article and lesson plan on Afghanistan's history, please go to: http://fyi.cnn.com/2001/fyi/news/10/23/afghanistan/index.html.

LINKS:

http://www.afghan-web.com/
http://www.afghana.com/SocietyAndCulture/History.htm
http://www.odci.gov/cia/publications/factbook/

Nowhere To Go

1. How many people have been displaced as a result of the fighting inside Afghanistan? Why were these people forced from their homes? Where are these Afghan citizens seeking refuge? What problems do these people face? What evidence suggests that these displaced Afghans are "remarkably resilient"?

2. Have students consult the last two links below, and other resources, to learn about the role of the United Nations High Commissioner for Refugees (UNHCR) in Afghanistan, the challenges that face UNHCR workers in this country, and the plight of Afghan refugees. Share student findings. Discuss how the escalation of conflict in Afghanistan and the impending winter weather could impact the work of the UNHCR and the lives of Afghanistan citizens.

3. Teachers: For a CNNfyi.com lesson plan on this topic, visit the following Web site: http://fyi.cnn.com/2001/fyi/lesson.plans/09/25/afghan.refugees/index.html.

LINKS:
http://www.redcross.org/news/ds/0109wtc/011012afghanrefugees3.html
http://www.disasterrelief.org/Disasters/011012afghanrefugees3/
http://www.unhcr.ch/world/mide/afghan.htm
http://www.unhcr.ch/news/media/afghan/latest.htm

United Nations Day

1. What is the United Nations? When and why was it established? What important international issues has the U.N. focused on? What is the U.N. doing to help Afghan refugees?

2. How many children throughout the world are illiterate? Why is it important that children be educated? How many children suffer from malnutrition? What percentage of the world's children live in poverty? How many children die each day from largely preventable causes?

3. When and where is the U.N. Special Session on Children taking place? Who will be attending this session? What is the purpose of this meeting? In the video, UNICEF Director Carol Bellamy states, "I think young people should understand that they have enormous opportunities to help influence their own lives." Have students discuss the meaning of Bellamy's statement. Then ask: How might a young person's perspective on child-related issues differ from an adult's perspective? How can young people influence their governments and other decision-makers on programs designed to benefit children? Discuss.

4. Divide your class into five groups. Have each group prepare a presentation about one of the following five issues and its impact on the development of children throughout the world: HIV/AIDS, armed conflict and violence, increasing poverty or gender discrimination. Instruct each group to provide background and statistical information about the issue. Following the presentations, have students identify ways that the "intergenerational patterns" of poverty, war, HIV/AIDS and discrimination can be broken. Do you think the international community should increase its funding to resolve basic health, education, water and sanitation, and family planning problems? If so, how should the money be spent?

LINKS:
http://www.unicef.org/
http://www.unicef.org/specialsession/
http://www.unicef.org/sowc00/
http://www.unicef.org/crc

Student Bureau: Peace Protesters

1. What is the goal of the peace camp that is featured in the video? Where is this peace camp located? How many Indiana University students are at the camp? Why are some people criticizing the student protesters? What is your opinion of these protesters and the peace camp?

2. In the video, we are told that the peace activists are trying to offer alternatives to military retaliation in this situation. Lead a class brainstorming session to generate a list of possible alternatives to military action in the wake of the terrorist attacks. Suggestions might include: Intelligence gathering, economic sanctions and political isolation of nations that sponsor terrorism. List the students' ideas on the board. Review the list and ask: Which of these do you think would be agreeable to some of the student peace activists? Do you think any of these measures should be pursued, with or without military action? Why? Discuss.

3. Student protests have long been a part of American history. Divide your class into groups. Have each group choose one U.S. military action and conduct research to learn more about students' responses to it. Share each group's findings, and compare each anti-war movement to the one profiled in today's video.

LINKS:
http://members.aol.com/apollo711/war/
http://www-tech.mit.edu/V110/N60/war2.60n.html
http://www.berkeley.edu/news/berkeleyan/2001/10/10_disnt.html

Generations

1. Where is Washington Square located? What university surrounds this landmark? How did some of the young adults who attend the university feel about their world before September 11th? What words describe their feelings about the future now?

2. What is anxiety? Have you experienced any anxiety since the attacks of September 11th? Why do you think so many people have? Why hasn't the woman interviewed in the video "gone back to normalcy yet"? How has the harsh reality of terrorism changed her perception of her world?

3. Who is Marvin Magalaner? Which generation does he represent? Why is he worried about his young grandchildren? What do you think he means when he says, "So we, as the elderly, have much less to lose than they do"? Do you agree or disagree with him? Explain.

4. Financially speaking, what was happening to the futures of many young people before September 11th? How does Stephan Paternot's story illustrate this phenomenon? How have the terrorist attacks changed his life? With whom has he initiated new contact? What does he talk about with his grandmother? In spite of this connection, why do you think Marvin Magalaner believes that every generation has to handle this situation on its own?

5. Inform your students that journalist Tom Brokaw has authored a book titled "The Greatest Generation." This book is about those who were born during the Great Depression and their contributions during and after World War II. Ask students what they think they can learn from this generation. Have students invite representatives from "The Greatest Generation" to your class to talk about their experiences during World War II, and compare them to what young people are facing today. Focus the discussion on how World War II changed the lives and futures of those young adults. Ask the senior adults to share their insights and advice with your students. After the discussion, challenge each student to write an essay in response to the question: Will yours be the next 'great' generation?

LINKS:
http://ww2.vet.org/
http://www.savingprivatesheridan.com/
http://seniorliving.about.com/library/weekly/aa110600b.htm

EDITOR'S NOTE:
anthrax
online retailers
charities
Afghanistan
displaced
United Nations
protesters
generation

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CNN NEWSROOM Guide

October 25, 2001

Teachers: Welcome to a Special Edition of CNN NEWSROOM.

Create a story proposal, focusing on local, state, national or international events. One hundred finalists will be chosen to receive an Intel Play Digital Movie Creator to create a 2-3 minute film. Info: http://www.moviemakingcontest.com.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Top Story ... 03:05...03:45
The U.S. House passes a $100 billion economic stimulus package.

Asian Economy ... 02:15...06:00
Asia feels the economic impact of the September 11th attacks.

Protecting The Mail ... 02:40...08:40
Should irradiation be used to reduce the threat of anthrax at U.S. postal facilities?

Colin Powell ... 02:35...11:15
Secretary of State Colin Powell testifies before the House International Relations Committee.

America Speaks Out: Student Roundtable ... 16:00...27:15
High school students share their thoughts and feelings about the September 11th attacks.

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: The Economy

1. Which political party controls the U.S. House of Representatives? What kind of legislative package

did the House recently approve? What is the purpose of this package? How much will it cost? Summarize the basic elements of the economic stimulus package.

2. Why does President George W. Bush want to bolster consumer spending? What is "consumer confidence"? Ask students to consider how increased consumer spending could impact consumer confidence and the U.S. economy.

3. Why is this economic stimulus package controversial? How do large American corporations stand to benefit from the economic package? Who is voicing opposition to the package? Why? What do the Democrats favor? What do you think will happen to the package when it goes before the U.S. Senate?

4. Refer students back to the video and the links below to review the basic elements of the economic stimulus package that was approved by the House. Generate a class discussion about the possible economic ripple effects of this plan. For example, students might consider how financial aid to displaced workers might ultimately benefit the economy. Ask students: If this package aims to improve the economy, why are some people opposed to it? Discuss possible drawbacks associated with the package.

LINKS:
http://fyi.cnn.com/2001/US/10/24/rec.attack.economy/
http://www.google.com/url?sa=U&start=1&q=http://www.cnn.com/2001/US/10/17/rec.attacks.economy.ap
http://www.brook.edu/views/papers/gale/20011009.htm
http://www.brook.edu/views/articles/gale/20011008.htm
http://www.house.gov/

Asian Economy

1. What was the status of Asian economies before the September 11th attacks? To what extent are Asian countries economically linked to the U.S.? How are Asian economies being affected by the current U.S. economic downturn? What are the Asian governments featured in the video doing to stimulate their economies?

2. Refer students to the links below and other resources to learn more about the effects of the terrorist attacks on the U.S. and Asian economies. Ask students to identify how the attacks impacted international trade. After students share their findings, divide your class into seven groups and assign each group one of the following Asian nations:
   - South Korea
   - Japan
   - Singapore
   - Malaysia
   - Thailand
   - Indonesia
   - Philippines.

   Have each group research its country's government and economy. Then, instruct each group to create a fictional international business that would be located in the country. Have each group prepare a presentation on how the business would be affected by the current U.S. economic downturn. Have students consider what the nation's government would have to do to stimulate business. After the presentations, ask students: What might happen if nations closed their doors to trade with other nations? What would be the economic effects on corporations, consumers and workers? How might there be political consequences as well?

LINKS:
http://cnn.com/2001/WORLD/asiapcf/east/10/10/hk.economy/index.html
http://fyi.cnn.com/2001/BUSINESS/asia/10/08/market.close/index.html
http://usinfo.state.gov/products/pubs/oecon/homepage.htm
http://money.cnn.com/news/specials/economic_toll/
http://www.apec.org/

Protecting The Mail

1. What is the status of the current anthrax outbreak in the U.S.? What is Cipro? How much Cipro is the U.S. government planning to buy from Bayer AG?

2. Why are U.S. officials looking for ways to sanitize mail? How would irradiation be used to kill anthrax bacteria? What are the benefits and drawbacks of irradiating mail? Do you think health and safety experts should focus on detecting or destroying anthrax in U.S. post offices? State your rationale.

3. What is radiation? What is the difference between electromagnetic radiation and particle radiation? What is the difference between radiation and radioactivity? Direct students to multimedia resources to learn about the different types of radiation, including X rays, gamma rays, ultraviolet rays and microwaves. Group students and have each group prepare a presentation about a different type of radiation and its uses. Ask each group to identify the environmental and health issues associated with the use of the radiation. After students present their findings, ask: Should postal facilities use irradiation to sanitize mail? Why or why not?

LINKS:
http://cnn.com/2001/US/10/22/postal.service.anthrax.ap/index.html
http://abcnews.go.com/sections/scitech/DailyNews/anthraxkilling011017.html
http://www.devicelink.com/bw/15789.html
http://www.nfpa-food.org/science/irrbrochure.html
http://www.aolsvc.worldbook.aol.com/wbol/wbPage/na/ar/co/457060?op1=&st1=Radiation&op2=&st2=&
http://www.rerf.or.jp/eigo/experhp/rerfhome.htm
http://www.epa.gov/radiation/
http://www.harcourt.com/dictionary/

Colin Powell

1. Who is Colin Powell? According to the Secretary of State, what "opportunities" have arisen as a result of the September 11th attacks? Who was the first person to call President Bush following the attacks? Why was President Putin's call politically significant? What did Powell mean when he said that he has "no illusions" about Syria, Iran, and the Sudan? What would need to happen for relations to improve between the U.S. and Syria?

2. What is a "unilateralist"? Why do you think the U.S. has been referred to as a unilateralist nation? How has the position of the U.S. within the global community changed since September 11th?

3. What is geopolitics? How have the events of September 11th resulted in geopolitical changes around the world? Use this opportunity to familiarize students with the countries of Europe and Asia and their positions on the war on terrorism.

1. Have students consult their texts or the Internet for political maps of the Eastern Hemisphere.
2. As a class, list the countries that are key players in the war against terrorism.
3. In a three column list on the board, include those countries that have indicated support for the U.S., those who appear to be neutral (or have not publicly endorsed one side), and those who are opposed to the U.S. anti-terrorism efforts.
4. Next, divide the class into small groups. Have each group select one or more of the countries on the list and determine the rationale for its position: What does it get from its support, opposition, or neutrality?

Have groups share their findings. Ask: Which of these countries might have acted differently ten years ago? Why? Do you think the new geopolitical map indicates a fundamental realignment of nations or a temporary shift? Discuss.

LINKS:
http://www.historyguy.com/new_and_recent_conflicts.html
http://www.fowlerlibrary.com/Kiosk/
http://home.earthlink.net/~vehicool/Flashpoints_Contents.html
http://fyi.cnn.com/SPECIALS/2001/trade.center/

America Speaks Out: Student Roundtable

1. What was the focus of the discussion led by CNN NEWSROOM's Michael McManus? Who participated in the discussion? What schools were these students from? What were the ethnic and religious backgrounds of the students? What questions and issues did the students raise during the discussion?

2. Where were you when you learned about the September 11th attacks? Were you, or anyone you know, directly affected by the attacks? If so, explain. Has your life changed as a result of the attacks? Discuss. Why do you think it's important for people to talk about this tragic event?

3. What is racial profiling? Why is this practice controversial? Why are some Muslims worried about retaliation after the September 11th attacks? According to one of the Muslim students in the video, what can be done to prevent racial backlash from occurring?

   If you would like students to learn more about Islam and the Muslim culture, check out the following CNNfyi.com discussion activity:
   http://fyi.cnn.com/2001/fyi/lesson.plans/09/20/muslim.student.mood/index.html.

4. What is the goal of the U.S.-led war against terrorism? Why is the U.S. conducting strikes in Afghanistan? How are the U.S. attacks impacting Afghan civilians? Do you support the U.S. action in Afghanistan? Why or why not?

5. According to the students interviewed in the segment, what have been some of the positive outcomes of the terrorist attacks? Do you agree with their observations? Why or why not? Why do you think the attacks have made many Americans feel more patriotic? Can you think of other positive outcomes from the attacks?

6. Hold an open discussion about the ideas and opinions expressed by the young people interviewed in the video segment. Allow your students ample opportunity to express their own views regarding the terrorist attacks and the U.S. response to these attacks. Following the discussion, have students write

letters that describe their thoughts and feelings about the September 11th attacks and the U.S.-led war on terrorism. Instruct students to describe what life was like before the attacks, the lessons they have learned from this crisis, and their hopes for the future. After students share their letters with the class, have them seal their letters in envelopes and save them for posterity.

LINKS:
http://www.cnn.com/SPECIALS/2001/trade.center/

EDITOR'S NOTE:
economic stimulus package
Asian economies
recession
anthrax
irradiation
Secretary of State Colin Powell
unilateralist
racial profiling

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CNN NEWSROOM Guide

October 26, 2001

Teachers: Welcome to a Special Edition of CNN NEWSROOM.

Create a story proposal, focusing on local, state, national or international events. One hundred finalists will be chosen to receive an Intel Play Digital Movie Creator to create a 2-3 minute film. Info: http://www.moviemakingcontest.com.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Top Story ... 05:25...06:05
-Anthrax is being used as a weapon.
-Defense measures are being taken to deter against any future anthrax threats.

Cyberterrorism ... 02:00...08:05
Experts warn that cyberterrorism may be the next frontier for terrorists.

International Students ... 02:10...10:15
Should the U.S. government track international students?

Ask CNN ... 01:05...11:20
In the past, how has the U.S. managed the issue of terrorism?

The "Stans" ... 06:20...17:40
-The war against terrorism has thrust Central Asia into the international spotlight.
-Uzbekistan agrees to facilitate aid delivery to Afghanistan.

RAWA ... 05:55...23:35
Teachers: Please prescreen this CNN Newsroom segment, as its content may not be appropriate for all students .
A RAWA member talks about the Taliban and the plight of Afghan women.

To Be An American ... 03:10...26:45
Arab-Americans in Dearborn, Michigan are the targets of discrimination.

CNN NEWSROOM CLOSE ... 01:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: Anthrax Investigation

1. What is the status of the current anthrax outbreak in the U.S.? What evidence suggests that anthrax is being used as a weapon? How might this information help investigators to locate the source of the anthrax attacks? How is the U.S. Postal Service addressing the anthrax problem?

2. Who is Richard Spertzel? Which countries are capable of producing the sophisticated form of anthrax? Which nation does Spertzel believe might be responsible for sending the anthrax letters? Why? Have students consider the potential political ramifications if Iraq, Iran, Syria, Libya, China or North Korea were found to be involved in the anthrax attacks.

3. What forces is the U.S. government marshaling to fight the battle against anthrax? Can exposure to anthrax be prevented? Explain. What "alarming gaps" exist in America's ability to fight the war against anthrax?

4. Teachers: Your students can learn more about the science behind anthrax by consulting Harcourt's Academic Press Dictionary of Science and Technology: http://www.harcourt.com/dictionary/

   For additional background information and discussion questions on anthrax, please go to this CNNfyi.com Web site: http://fyi.cnn.com/2001/fyi/news/10/15/antrax/index.html.

LINKS:
http://fyi.cnn.com/2001/HEALTH/conditions/10/25/anthrax/index.html
http://fyi.cnn.com/interactive/health/0110/anthrax/frameset.exclude.html
http://www.hhs.gov/
http://www.cdc.gov/

Cyberterrorism

1. What is "cyberterrorism"? How is cyberterrorism different from other forms of terrorism? In your opinion, why do people engage in cyber attacks? What is the U.S. Federal Bureau of Investigation doing to address cyberterrorism? What is the National Infragard Program?

2. Refer students to multimedia resources, including the Web sites below, to learn more about cyberterrorism. Divide your class into small groups. Challenge each group to identify an instance of cyberterrorism that has occurred during the last two years. Have each group determine the actual and potential impact of the incident, and how authorities addressed the problem. Following the presentation, ask students: What should be the legal consequences for cyberterrorism? Point out that, in some instances, cyberterrorism has been carried out by teenagers. Then ask: Do you think minors should be subject to the same legal consequences as adult cyberterrorists? Explain.

LINKS:

http://www.fbi.gov/
http://www.fbi.gov/contact/fo/atlanta/taskforces.htm
http://www.cybercrimes.net/
http://fyi.cnn.com/TECH/specials/hackers/

International Students

1. How many of the September 11th hijackers were in the U.S. on student visas? What type of system is going to be put in place to track international students in the U.S.? Why was this system created? Why do some people oppose this tracking system?

2. Inform students that since the terrorist attacks, Senator Dianne Feinstein of California has proposed suspending the issuance of new student visas for six months. Other lawmakers want the U.S. Immigration and Naturalization Service (INS) to be more vigilant about its screening and monitoring of international students.

   Refer students to the links below to learn more about the U.S. immigration and visa system, and its areas of vulnerability. After students complete their research, have them conduct a mock hearing of the Senate Judiciary Subcommittee on Technology, Terrorism, and Government Information. Have students make recommendations for what the INS, U.S. State Department and federal law enforcement agencies might do to improve the U.S. immigration and visa system. Have students discuss the benefits and drawbacks of each recommendation. Then ask: Should the U.S. keep a closer watch on visitors with visas? State your rationale.

LINKS:
http://cnn.com/2001/US/09/20/inv.howtheygothere/index.html
http://feinstein.senate.gov/releases01/s-visas.htm
http://www.ins.gov/graphics/index.htm
http://www.ins.gov/graphics/aboutins/congress/testimonies/ziglartest.htm

The "Stans"

1. Direct students to a map of Asia to observe the locations of Afghanistan, Turkmenistan, Uzbekistan, Kazakhstan, Kyrgyzstan, Tajikistan and Pakistan. You may want to send them to the last link below to access the Holt, Rinehart and Winston's World Atlas map of Asia.

2. How has this region played a significant role throughout world history? What was the Silk Road? Which former superpower once dominated part of this region? What republics were once controlled by the Soviet Union? In what way did this region once resemble 19th Century colonial Africa?

3. How did the political map of the region change upon the collapse of the Soviet Union? Politically speaking, how have the five former Soviet Republics evolved compared to the political situation in Afghanistan? Which former republics still face domestic conflict? Why are some of these nations supporting U.S. military efforts in the region?

4. What role is Uzbekistan playing in the U.S.-led war on terrorism? Why has the government of Uzbekistan refused to reopen its border with Afghanistan? How many Afghans need humanitarian assistance? What risks do you think the government and people of Uzbekistan would assume if Afghan refugees were allowed to enter their country?

5. Divide the class into groups and assign each group one of the following countries: Afghanistan, Turkmenistan, Uzbekistan, Kazakhstan, Kyrgyzstan, Tajikistan and Pakistan. Have each group research its chosen country to learn more about its political system, economy, geography, history and culture. Have each group offer a ten to fifteen minute presentation on its findings. Discuss the significant position each of these countries holds in the war on terrorism, and those elements that are providing the incentive for each nation to support or oppose the international anti-terrorism campaign.

   EXTENSION: As a class, construct a chart to compare and contrast these national elements. Make copies of the chart, and distribute them to students to refer to as they continue to follow the news in this region.

LINKS:
http://www.odci.gov/cia/publications/factbook/
http://go.hrw.com/atlas/norm_htm/world.htm

RAWA

1. Ask students to recap the highlights of Afghanistan's recent political history. What is the Taliban? When did it assume power? How are women treated under the Taliban? What types of restrictions have been placed on Afghan women? How were Afghan women treated before the Taliban assumed power?

2. What is the Revolutionary Association of the Women of Afghanistan (RAWA)? What is the Northern Alliance? Describe the current relationship between the U.S. and the Northern Alliance. According to the RAWA representative, why shouldn't the Northern Alliance be involved in a post-Taliban government? How do Afghans view the U.S. and its military action in Afghanistan?

3. How did the Taliban come into power? What kind of political system have they established? Working in small groups, have students conduct research to learn more about the recent history of Afghanistan and the Taliban's rise to power. Then, have students look up the term "theocracy" and discuss its meaning. Could one classify Afghanistan's political system as a theocracy? How has the religious basis of this system impacted the status of women in Afghanistan? Have students use their research to write essays on the Taliban and human rights in Afghanistan. After students share their essays, ask: What should a post-Taliban government do to improve the quality of life for Afghan women? Discuss.

   EXTENSION: Ask students to share their thoughts and feelings regarding the treatment of Afghan women and the gender biases that exist in Afghanistan. Then, challenge students to determine whether gender biases exist in their country's laws and customs. Direct groups of students to consider one of the following issues: Dictates regarding marital status, unwanted pregnancy, education, divorce, and workers' rights. Have groups present their findings and discuss. Ask students what changes, if any, should be made to make the laws and customs in their country more equitable.

LINKS:
http://fyi.cnn.com/SPECIALS/2001/taliban/
http://history1900s.about.com/library/world/blxafghanistan.htm?iam=dpile
http://school.discovery.com/homeworkhelp/worldbook/atozgeography/a/006700.html
http://www.afghan-web.com/geography/
http://www.un.org/womenwatch/
http://www.worldbank.org/gender/

http://www.unhchr.ch/html/intlinst.htm

To Be An American

1. How many adults and children living in Dearborn, Michigan are Arab-Americans? What is the difference between an Arab and a Muslim? How have Arab American residents of Dearborn, Michigan been discriminated against since the September 11th attacks? How do these people feel about being the target of discrimination? Why do you think this racial backlash has occurred?

2. Point out to students that fear and ignorance are two of the main reasons why people become prejudiced and discriminate. Then ask: What can be done to prevent racial backlash from the September 11th attacks from occurring?

   If you would like students to learn more about Islam and the Muslim culture, check out the following CNNfyi.com discussion activity:
   http://fyi.cnn.com/2001/fyi/lesson.plans/09.20/muslim.student.mood/index.html.

3. What does it mean to be an American? Instruct students to write essays on this topic. Challenge students to define what it means to be an American, and to provide historical examples that illustrate their definitions. Have students share their essays with the class and discuss.

LINKS:
http://usinfo.state.gov/usa/islam/a101001a.htm
http://news.bbc.co.uk/hi/english/world/americas/newsid_1540000/1540371.stm

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EDITOR'S NOTE:
anthrax
cyberterrorism
student visas
tracking system
terrorism
Uzbekistan
RAWA
discriminate

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CNN NEWSROOM Guide

October 29, 2001

Welcome to a Special Edition of CNN Newsroom.

Join CNN Newsroom tomorrow as we begin our series on "The Incas." For an overview article and lesson plan, please go to http://fyi.cnn.com/2001/fyi/news/10/26/inca.overview/index.html.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10...-00:10

SPECIAL REPORT ... 00:30...00:40

Top Story ... 02:10...02:50
"Ground Zero" is the site of a public memorial service.

America's New War ... 03:00...05:50
Bush administration officials defend their actions against terrorism and the anthrax threat.

Coalition Building ... 07:00...12:50
-Diplomacy plays a role in the war on terrorism.
-Anti-Taliban forces look to Russia for assistance.

Saudi Arabia ... 05:00...17:50
Saudi Arabia has been unusually quiet in the war on terrorism.

Ask CNN: Northern Alliance ... 01:15...19:05
Who makes up the Northern Alliance, and what does it represent?

Bombed Village ... 02:30...21:35
Afghans caught in the cross fire have mixed feelings about the U.S. attacks.

A Family's Sacrifice ... 05:00...26:35
One Afghan family in the U.S. waits anxiously as one of its members brings humanitarian aid to the war-torn nation.

CNN NEWSROOM CLOSE ... 01:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: Spirit of America

1. Why did recovery activity at the site of the World Trade Center attack stop yesterday? When was the last time the recovery was temporarily halted? Who were some of the elected officials present at yesterday's memorial? Why do you think they didn't address the mourners at this service? Who did offer their words to the mourners? What messages did these spiritual leaders have for the country and for the families and friends of those lost in the attacks?

2. Have you ever attended a memorial service? If so, what prompted you to attend? How did the service affect you? What does one of the mourners in the video mean when he talks about "closure"? Why do you think the father of one victim says the ceremony won't give him a sense of closure? What do you think friends and families of the attack victims got from yesterday's memorial service?

LINKS:
http://www.cnn.com/SPECIALS/2001/trade.center/gallery/WTC.memorial.html

America's New War

1. According to the Washington Post, what unconventional action is the CIA considering taking against terrorists? How has the Bush administration responded to this report? Who is John McCain? How does he feel about the way the president has handled the war on terrorism so far? To whom is Defense Secretary Donald Rumsfeld referring when he talks about "looking for a needle in a haystack"? Why do you think finding Osama bin Laden is a difficult task?

2. Why are some critical of the federal government's handling of the anthrax attacks? Who is about to become the government's point man on anthrax? What position does Tom Ridge now hold? What do you think White House officials mean when they admit they "need to do a better job coordinating the message"? Discuss the challenges associated with disseminating accurate, clear information to the public, especially in times of national crisis.

3. Challenge groups of students to consider how they would go about "coordinating the message" for the White House. Direct each group to review what we know/don't know about the war on terrorism, the search for bin Laden, and the anthrax attacks. Direct groups to online resources if necessary. Then, acting as administration officials, have each group craft a clearly-worded press release, informing the American people of the status of the efforts against terrorism, including the anthrax threat. Have each group appoint one spokesperson to deliver its press release to the class.

LINKS:
http://www.cnn.com/2001/US/10/28/gen.attack.on.terror/index.html
http://www.hhs.gov/
http://www.cdc.gov/
http://www.state.gov/

Coalition Building

1. Who is the U.S. Secretary of State? What "diplomatic progress" has he made in the war on terrorism? How many nations now support the U.S. anti-terrorism effort? Why has this coalition come together so quickly?

2. Who are some of the unlikely friends that the U.S. has acquired in the war on terrorism? Why would help from Russia have been unthinkable prior to September 11th? Who was the first world leader to call President Bush on September 11th? How are some former Soviet republics aiding the anti-terrorism efforts? How is the U.S. rewarding nations like Pakistan that lend their help to fight terrorism?

3. What is the name of the organized opposition to the Taliban in Afghanistan? What does the Northern Alliance need in order to advance into Taliban-controlled territory? Why is it somewhat ironic that the Northern Alliance is seeking help from Russia? Why is the Alliance vowing to continue fighting even into the holy month of Ramadan?

4. Where do the nations of the world stand in the war on terrorism? Divide the class into small groups. Have each group choose five countries and conduct research to determine each country's form of government, current leader(s), position in support of/opposition to the U.S. in the war on terrorism, and motivation for that position. Have each group construct a chart comparing these elements. Share group charts. As a class, draw generalizations about the motivating factors that are prompting countries to rally behind or oppose the anti-terrorism efforts.

LINKS:
http://www.cnn.com/2001/US/10/28/inv.cole.suspect.ap/index.html
http://www.odci.gov/cia/publications/factbook/index.html
http://www.state.gov/

Saudi Arabia

1. Who is the current King of Saudi Arabia? What two holy cities of Islam are located in his country? What natural resource has provided the royal family with a great deal of wealth? How do Islam and oil now represent threats to the power of the Saudi royal family?

2. What kind of kingdom do some radical Saudis envision for their country? How did the Saudis react to the 1996 bombing at Khobar Towers? How have the Saudis responded to U.S. requests to use their bases for strikes on Afghanistan? Why is Osama bin Laden popular among many Saudis?

3. According to the New York Times, how many of the 19 men who carried out the September 11th hijackings were from Saudi Arabia? How have Saudi leaders responded to news of these attacks? Why do you think U.S. leaders are denying any frustration with the Saudi leadership? Do you think the Saudi leadership's "silence" helps or hurts the anti-terrorism effort? Do you think the Saudis' lack of direct involvement in the coalition against terrorism strengthens or weakens the royal family on the domestic front? Discuss.

LINKS:
http://www.saudiembassy.net/profile/ff/ff_intro.html
http://www.saudinf.com/
http://menic.utexas.edu/menic/countries/saudi.html

A Family's Sacrifice

1. Where do Zarmina Khalili and her daughter live? Where is Zarmina's husband? Why is Abul in Afghanistan? How many times has he made the trip back to that country? Why doesn't his family know exactly where he is?

2. When did Abul leave Los Angeles? When did his wife and child last hear from him? How does his daughter feel about what he is doing? What organization did Abul create? For how long has he been distributing humanitarian aid to Afghans?

3. Describe the images Zarmina and her daughter see as a result of Abul's travels to Afghanistan. How do these images and accounts affect them? What does Abul's daughter say she will do if anything happens to her father?

4. Do you know any individuals who risk their lives to improve or save the lives of others? If so, describe what they do. Do you think these individuals ever worry about their personal safety when they go about the task of helping others? Explain. Would you ever be interested in doing this kind of work? Why or why not?

LINKS:
http://www.time.com/time/world/article/0,8599,181193,00.html
http://www.fyi.com/2001/US/10/28/ret.us.afghans/index.html

EDITOR'S NOTE:
memorial
ground troops
Osama bin Laden
anthrax
coalition
Northern Alliance
Saudi Arabia
refugees

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CNN NEWSROOM Guide

October 30, 2001

Welcome to a Special Edition of CNN Newsroom.

Join us for a Special Series on "The Incas," today through Thursday.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:10...00:20

Top Story ... 01:50...02:10
Pres. Bush conducts the first formal meeting of the Homeland Security Council.

Ask CNN: Anthrax ... 01:00...03:10
What is the difference between the skin form and the inhaled form of anthrax?

Pakistan ... 06:30...09:40
-CNN Newsroom's Joel Hochmuth presents a background report on Pakistan.
-Ethnic tensions threaten refugees in Pakistan.

Politics and Poverty in Pakistan ... 06:50...16:30
Pakistan's weak economy provides fertile ground for Islamic fundamentalism.

In the Headlines ... 01:00...17:30
-Chicago's Sears Tower observation deck reopens.
-Former Yugoslav Pres. Milosevic defies War Crimes Tribunal.

Web Site Information ... 00:45...18:15
Information on the CNN NEWSROOM Daily Classroom Guide

Special Series ... 05:00...23:15
CNN Newsroom's Janice McDonald travels to the capital of the Inca Empire.

Special Series ... 04:00...27:15
Modern Peru struggles to maintain aspects of its ancient Inca culture.

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: America Strikes Back

1. What new cabinet agency held its first formal meeting yesterday? Who presided at that meeting? What change does President Bush want to make in U.S. immigration policy? Approximately how many international students are admitted to the U.S. each year?

2. According to President Bush, what "painful lesson" has the U.S. learned about student visas as a result of the September 11th attacks? What does he mean when he says that some have "taken advantage" of the generosity of the U.S.? What do you think of the president's proposal? State your rationale.

3. What new sites have tested positive for anthrax? What advisory has Attorney General John Ashcroft issued to all Americans? What do you think constitutes a "credible" threat to federal authorities?

LINKS:
http://www.cnn.com/2001/US/10/29/inv.task.force/
http://www.cnn.com/2001/US/10/29/gen.attack.on.terror/index.html

Pakistan

1. What is the current population of Pakistan? What religion is practiced by most Pakistanis? What percentage of Pakistanis are Muslim? In spite of this religious unity, is the country unified culturally? Explain. In what other way is Pakistan "polarized"?

2. Who is the current president of Pakistan? When did Pakistan secure its independence, and from what nation? What kind of government is Pakistan supposed to have? What kinds of problems have prevented it from taking on the characteristics of a democracy? How would you describe Pakistan's relationship with its neighbor, India? What region has been a source of dispute between the two countries for decades? Summarize the domestic and international issues that have created a "political minefield" for Pakistani President Musharraf.

3. Why are refugees flooding into Pakistan? What kinds of conditions are they finding when they get across the border? Why is the government of Pakistan reluctant to expand or build new refugee camps? How many refugees are estimated to be in Quetta? What other issues are complicating the UNHCR's efforts to shelter Afghan refugees in Pakistan?

4. Teachers: For a related CNNfyi.com article and materials on Pakistan, please go to: http://fyi.cnn.com/2001/fyi/lesson.plans/10/29/pakistan/index.html.

LINKS:
http://www.pakistanlink.com/
http://www.pak.gov.pk/
http://www.odci.gov/cia/publications/factbook/index.html
http://www.unhcr.ch/cgi-bin/texis/vtx/home

Politics and Poverty in Pakistan

1. What is Pakistan's largest city? What kinds of goods are sold in Karachi's markets? How do merchants there describe their businesses? Who do they blame for the downturn in business? Why do they blame the U.S.?

2. What was the state of Pakistan's economy before September 11th? Why do some worry that Pakistan is becoming fertile recruiting ground for Islamic hardliners? Why do some Pakistanis see Islamic fundamentalism as their "last hope"?

3. How is Pakistan being rewarded for its role in the war on terrorism? According to the video, why should the world's richer nations pick up the tab for Pakistan's problems? How could Pakistan's economic problems ultimately impact other nations?

4. Besides Pakistan's public anti-terrorism stance, what national interests are propelling President Musharraf to side with the U.S.? Why is market access so important to Pakistan? How could a slowing world economy affect Pakistan's political stability in the long-term?

5. Divide the class into groups. Direct each group to Internet and other current resources to learn more about the economy of Pakistan. Have groups share their findings. Ask: Given the current state of Pakistan's economy, do you think that political instability is likely or unlikely in the near future? Challenge students to write essays detailing their views on whether or not other countries should be sending financial aid to Pakistan to prop up its economy.

LINKS:
http://www.photius.com/wfb2000/countries/pakistan/pakistan_economy.html
http://www.encyclopedia.com/articlesnew/09758Economy.html
http://www.odci.gov/cia/publications/factbook/index.html
http://www.medea.be/en/index089.htm

Special Series: The Incas: (Pt. I) Overview

1. Where and when did the Inca civilization once thrive? What city was its capital? How was the Inca Empire divided? How were the Incas able to control such a vast territory? Describe their method of communication to remote places within the empire.

2. Why didn't the Inca Empire have any jails? Upon what three basic rules was all Inca law built? How did most Inca provide for their families? How did they pay for items they needed? What is bartering?

3. What is significant about the structures built by the Inca? What was the Temple of the Sun? Who were the conquistadors? Who was their leader? What did the conquistadors do to the statues in the Temple of the Sun? Why didn't the Inca consider the conquistadors a threat? Why did the Inca Empire eventually collapse?

4. What are the early civilizations of the Americas? What did each contribute to the rich cultural heritage of what came to be known as the New World?
    1. Direct students to their texts and other resources to identify the names of other early civilizations of this region (sometimes called "Mesoamerica" by some historians). As a class, identify the dates and locations of the Mayan and Aztec Empires.

2. Divide the class into groups. Direct each group to the Internet and/or print resources to conduct an in-depth study of these early American civilizations.
3. To guide groups' research, have them focus on the following elements of each civilization:
   - History,
   - geography of the region,
   - political system,
   - social structure,
   - economic system,
   - religion and spirituality,
   - achievements,
   - fall of the empire.
4. Have each group create a chart, diagram, or profile sheet that compares elements of the Inca, Mayan, and Aztec civilizations.
5. Have groups share their comparisons.

Focus attention on the reasons for the fall of each empire: How did the demise of each of these civilizations lead to a new chapter in the history of the Americas? In spite of their demise, how have these civilizations made their mark on world history?

LINKS:
http://www.richmond.edu/%7Epstohrhu/learn/ancient.html
http://www.theincas.com/
http://www.fordham.edu/halsall/mod/1540cieza.html

Special Series: The Incas: (Pt. II) Incas Today

1. Where do Sulma, Marlene and Alicia live? What is their cultural heritage? How do they feel about their heritage? What language do the girls' parents speak? What language do the girls speak among themselves? Why do they speak Spanish more often than they speak Quechua?

2. Who is the current president of Peru? What is his cultural heritage? What is he doing to try to preserve the Quechua language? What modern challenges confront the preservation of Peru's ancient culture? Which traditions seem to be dying? Which are holding on, even in modern times? What do you think the teens mean when they say they want their lives to be a "hybrid" combination of past and present? If you were a Peruvian teenager whose family spoke Quechua, do you think you would be interested in continuing the language or abandoning it in favor of Spanish? Why?

3. Ask students to consider aspects of their own cultural heritage that they would like to preserve for future generations. These cultural elements might include language, music, dress, customs, family names, and holiday traditions. Have each student consult family members and other resources to learn more about one aspect of his/her cultural identity that he/she feels is worth preserving. Direct each student to offer a presentation on this cultural treasure, its origin and significance, and what the student plans to do to help preserve it.

4. Teachers: For more educational materials on the Incas, visit this Web site, the homepage of Holt, Rinehart and Winston:
   http://go.hrw.com/. In the Keyword space, type in **SG1 Brochure 12** for a project on "The Inca Trail to Machu Picchu." For a worksheet on "Adding Numbers the Maya Way," type **SG1 MAYA 8** in the Keyword space.

LINKS:

http://www.andes.org/
http://www-robotics.usc.edu/~barry/quechua/#about
http://www.incas.org/

EDITOR'S NOTE:
Homeland Security Council
student visa
Pakistan
Islamic fundamentalism
refugee
Inca
Cuzco
Alejandro Toledo

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CNN NEWSROOM Guide

October 31, 2001

Welcome to a Special Edition of CNN Newsroom.

Teachers: Much of yesterday's CNN Newsroom was pre-empted to allow for live CNN coverage. Parts One and Two of "The Incas" are re-airing in today's program, in their entirety.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:50...01:00

Top Story ... 02:30...03:30
-U.S. authorities warn Americans to be on high alert.
-The Pentagon defends its strategy in Afghanistan.

Pakistan ... 06:30...10:00
-CNN Newsroom's Joel Hochmuth presents a background report on Pakistan.
-Ethnic tensions threaten refugees in Pakistan.

Politics and Poverty in Pakistan ... 06:50...16:50
Pakistan's weak economy provides fertile ground for Islamic fundamentalism.

Web Site Information ... 00:45...17:35
Information on the CNN NEWSROOM Daily Classroom Guide

In the Headlines ... 00:45...18:20
The U.S. Senate debates energy and economic issues.

Special Series ... 05:00...23:20
CNN Newsroom's Janice McDonald travels to the capital of the Inca Empire.

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Modern Peru struggles to maintain aspects of its ancient Inca culture.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: America Strikes Back

1. What warning has Attorney General John Ashcroft issued to Americans? As a result of this warning, what precaution is being taken by the Federal Aviation Administration? What problems is anthrax causing for the U.S. Postal Service? How many postal facilities are now being tested for anthrax?

2. According to the video, where in Afghanistan is the U.S. military concentrating its firepower? How do Pentagon officials respond to the claim that the military is at a stalemate with Taliban forces? What are some strategies being recommended by some critics? Who is Donald Rumsfeld? What does he think of these suggestions? What "constraints" does Secretary Rumsfeld acknowledge exist for the U.S. military in Afghanistan?

3. At the beginning of the war on terrorism, President Bush indicated that the war could take a long time, and he asked for patience on the part of the American people. Do you support the U.S. military action in Afghanistan? Do you think most Americans do? Do you think the American people will continue to support the military effort in Afghanistan, even if it extends over several months? Explain. Discuss the ways in which this war is different from others fought in recent history. What are covert operations? How might a lack of publicity about these operations impact popular perception of the war effort? If you were Secretary Rumsfeld, what evidence would you offer the American people to let them know that the war against terrorism is being won?

LINKS:
http://www.cnn.com/2001/WORLD/asiapcf/central/10/30/ret.attacks.afghanistan/index.html
http://www.cnn.com/2001/US/10/30/garrett.terror.otsc/index.html

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http://www.unhcr.ch/cgi-bin/texis/vtx/home

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http://www.medea.be/en/index089.htm

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http://www.fordham.edu/halsall/mod/1540cieza.html

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http://www-robotics.usc.edu/~barry/quechua/#about
http://www.incas.org/

EDITOR'S NOTE:
Pentagon
Federal Aviation Administration
Pakistan
Islamic fundamentalism
refugee
Inca
Cuzco
Alejandro Toledo

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